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ABSTRACT

One of four reports describing the basic skills programs in writing, reading, English as a second language (ESL), and mathematics at the City University of New York (CUNY), this volume describes the ESL program designed for students who do not meet CUNY's standards for minimum competency in writing and reading or higher standards set by the colleges in which they are enrolled. Specifically, it contains data from a survey conducted to update information gathered through the instructional resource center in 1976. The report provides survey data that focuses on the experience of students from their identification as ESL students requiring specialized instruction through their placement in the proper courses and accompanying academic programs at CUNY to the point at which they complete the ESL sequence. Areas described include program structure and content and placement procedures for each CUNY college. Also described are the support services, faculty, and the impact on student performance of the Freshman Skills Assessment Program. Tables provide ESL program charts for the senior and community colleges, departmental organization related to ESL offerings, ESL courses in which the Writing Assessment Test is administered at the end of the course, tests administered for placement in ESL courses, and support services. (HOD)

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BASIC SKILLS PROGRAMS AT THE CITY UNIVERSITY OF NEW YORK:

ENGLISH AS A SECOND LANGUAGE

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CONTENTS

	Page
Foreword	i
Introduction	v
Senior Colleges	
The Bernard M. Baruch College	1
Brooklyn College	5
The City College	10
Hunter College	14
John Jay College of Criminal Justice	21
Herbert H. Lehman College	26
Queens College	33
The College of Staten Island	39
York College	44
Community Colleges	
Borough of Manhattan Community College	49
Bronx Community College	54
Medgar Evers College	58
Eugenio Maria de Hostos Community College	63
Kingsborough Community College	70
Fiorello H. LaGuardia Community College	76
New York City Technical College	82
Queensborough Community College	88

Page

Tables

1. ESL Program Chart: Senior Colleges 95

2. ESL Program Chart: Community Colleges 104

3. Departmental Organization Related to ESL Offerings 112

4. ESL Courses (or Sections) in Which the WAT is Administered at the End of the Course 114

5. Tests Administered for Placement in ESL Courses 115

6. Support Services 118

Appendices

A. Questions Suggested by Members of the CUNY ESL Council 121

B. Questions Sent in Advance to Colleges 123

C. Resource Persons 126

FOREWORD

I am pleased to introduce this third volume of a four-part publication describing the programs in basic skills in writing, reading, English as a Second Language (ESL), and mathematics at the seventeen undergraduate colleges of the City University of New York (CUNY). Each volume describes organizational structure, course sequences and content, support services, faculty, and the impact of the Freshman Skills Assessment Program (FSAP)[1] on basic skills programs. The present publication updates surveys conducted through CUNY's Instructional Resource Center (IRC) in 1976, just two years after its founding. The original surveys formed the basis for the book, Teaching Basic Skills in College, published in 1979 by Jossey Bass. Because of program changes since 1976, because of increasing national interest in basic skills teaching at the college level, and because of the impact of the Freshman Skills Assessment Program implemented in 1978, updating the surveys has been a high priority of the Instructional Resource Center.

This volume describes the programs in English as a Second Language for students who do not meet CUNY's standard for minimum competency in reading and writing or higher standards set by the colleges in which they are enrolled. Because of their limited

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[1] FSAP, mandated by the Board of Higher Education in April 1976 and implemented in Fall 1978, requires that all matriculated students entering CUNY be tested in reading, writing and mathematics. If students do not meet CUNY standards, they are assigned to appropriate remediation at their colleges; all students must meet CUNY standards prior to entering their junior year.

command of English, many of these students require intensive study before they are able to pass the CUNY Reading Skills Assessment Test (RSAT) and/or the CUNY Writing Assessment Test (WAT).

Work on this third volume began in October 1979 with a letter from Vice Chancellor Leonard O. Roellig to the Chief Academic Officers of the seventeen undergraduate colleges asking them to identify those in charge of each of the English as a Second Language programs in their college. I asked Professor Victor de Leon, Associate Professor of Biology at Hostos Community College and Chancellor's Faculty Fellow 1979-80 in the Office of Academic Affairs, to conduct the survey of ESL programs. Professor de Leon reviewed the Instructional Resource Center 1976-77 ESL surveys and decided on the various categories of information to be gathered. He interviewed staff of the IRC, CUNY's Office of Instructional Research and Analysis, CUNY's Office of Student Affairs and Special Programs, members of the various FSAP task forces, and the CUNY ESL Council.[2] Professor de Leon then prepared a questionnaire on ESL programs and courses and sent the questionnaire, in advance, to each college.[3] He visited all seventeen colleges and wrote a report based on these visits, which was completed in Summer 1980.[4]

The first two volumes in this series, one on writing and one on reading, appeared in early Spring 1981, and I decided that

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[2] See Appendix A
[3] See Appendix B
[4] Professor de Leon's full report is available for review at the IRC.

the ESL report should be revised to conform with the published format of these two surveys. I asked Virginia Slaughter and Marilyn Maiz, both of the Instructional Resource Center, to update and revise Professor de Leon's reports on each college. When this process was completed, the revised reports were returned to the Chief Academic Officers for their review and comments.

From the beginning, I have been concerned that the reports should be descriptive rather than evaluative. The process by which we gathered the information is important because of the general concern that these reports reflect reality, although we at the Resource Center have been engaged in a number of philosophical debates about the multiplicity of realities which exist. Data on the programs were self-reported by each college. Readers who want additional information on a given program may wish to contact the resource persons listed in Appendix C.

Too often teachers labor in their classrooms and departments without information about what colleagues within CUNY are doing to teach students similar to their own. Too often administrators make decisions about programs at their own campuses without full information about current practices at other campuses. For these reasons, the Instructional Resource Center is disseminating these surveys widely throughout CUNY with the expectation that they will be useful to all concerned with the improvement of instruction in the basic skills.

I am grateful for the time so generously contributed by those interviewed and consulted, as well as those who reviewed the

drafts at their campuses. I am also appreciative of the commitment, thoroughness, and collegiality of all those involved in the production of this survey. Dean Michael Ribaudo, University Coordinator of Testing, contributed insights and suggestions. Barry Kwalick, of the Instructional Resource Center, reviewed the programs and coauthored the Introduction. Mary Waters was an invaluable aid as editorial assistant. Lucy Silva of CUNY's Word Processing Center patiently and painstakingly prepared the final manuscript. For the inevitable omissions or inaccuracies the responsibility is mine.

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INTRODUCTION

It is estimated that fully one-third of the students at the City University of New York come from homes where a language other than English is spoken.[1] The vast majority of these students are bilingual and do not need special ESL instruction. However, in the five years since the Instructional Resource Center conducted its first survey of ESL programs,[2] increasing numbers of second-language speakers have enrolled in the University. Because the University is smaller than it was five years ago, the proportionate increase of second-language speakers in the total student population is even greater than the increase that the actual numbers suggest. ESL programs for students with Limited English Speaking Ability (LESA) have grown and developed during this period, attributable in part to the increase in numbers of ESL students and in part to emphasis on basic skills instruction fostered by the implementation of the Freshman Skills Assessment Program (FSAP).

ESL programs, like the basic writing programs for native speakers described in the first volume of this series, are characterized first of all by diversity and change. Both have been shaped by each institution's particular needs and existing structures.

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[1] City University of New York Student Survey, 1977, p. 21.

[2] The original surveys were printed in 17 volumes as College Surveys: A Description of the Skills Programs at the CUNY Colleges, 1976.

Several trends have emerged over the past five years at CUNY. Among these are an increase in the total number of courses with the catalogue titles of ESL, denoting a greater acceptance at CUNY of ESL instruction. Further, there is a growing communication among faculty in various departments and programs with regard to the needs of ESL students. This has resulted in a number of comprehensive ESL programs in which particular skills are addressed at each level. Pedagogically, there is evidence that ESL faculty agree on certain things--that ESL instruction should include the skills of writing, reading, speech, and listening, and that programs for second-language learners should be flexible, allowing for individual growth in language acquisition and for different cultural heritages. Program structure should, therefore, permit students to exit from the ESL program at any point in the sequence at which they can benefit from instruction designed for native speakers of English. Finally, there is an increase in the number of intensive programs at CUNY, that is, an extended number of hours devoted to ESL instruction during the first semester accompanied by a limited academic curriculum. Therefore, a number of colleges have reorganized, or are presently reorganizing and integrating, ESL programs on their campuses under one administrative director.

Faculty and administrators at many campuses are now reexamining their ESL programs in the light of the University standard of minimum competency. The programs described in this survey reflect the important fact that major changes have taken place since Professor de Leon visited the campuses, and most faculty and administrators consulted this past spring noted that further

curriculum changes are currently under consideration. Data included here reflect the programs as of June 1981, and we have noted instances of changes which will become effective Fall 1981.

Since the history of ESL instruction at CUNY has been documented in the Instructional Resource Center's 1976 study and is available for review at the IRC, this volume makes only passing reference to historical data. In some cases, ESL courses were offered many years prior to Open Admissions.[3] It should be noted that the three youngest CUNY colleges all began ESL instruction within a few years after the colleges were established.

In 1976, the estimated number of matriculated undergraduates in ESL programs was 5000; current enrollment is approximately 7500, and several programs have doubled in size since the earlier study. If we add to this figure those students enrolled in non-degree programs, we find that more than 10,000 students now occupy seats in CUNY ESL courses. Interestingly, although 30% of CUNY students state that they come from homes where a language other than English is spoken, less than 12% of first-time matriculated students in Fall 1980 enrolled in one or more courses designated English as a Second Language. Further study is needed to determine whether this means that many non-native speakers do not need special training or that some students have not been either properly identified or placed.

Most colleges report that more than 40% of the students in these programs are Spanish speakers. Generally, there are more

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[3] In 1970 CUNY adopted a policy which guaranteed admission to every graduate of the City's high schools.

Spanish speakers in the community colleges than in the senior colleges, with the exception of one senior college in which Hispanics comprise 85% of 300 ESL students. French and Chinese are the two other major first languages spoken by CUNY students. Many other languages are spoken at the various campuses. For instance, Russian speakers are now the second largest group in the ESL program at one senior college while Greek and Korean are the two main first languages among ESL students at another. The linguistic diversity at CUNY is illustrated by one senior college which reports its students come from more than 34 linguistic backgrounds.

Tables 1 and 2 summarize the structure of each college's ESL program, while Table 3 summarizes the organizational structure of ESL programs at the CUNY colleges. All but two CUNY colleges have a single ESL program with its own sequence of courses.

Several senior colleges have separate SEEK ESL programs. However, most SEEK ESL programs are part of the same department that offers non-SEEK ESL courses. In three colleges SEEK[4] is an independent department which offers its own ESL programs, with courses separate from but structurally parallel to the non-SEEK ESL programs at those colleges.

Of the three designated bilingual programs for students of limited English speaking ability[5] only one is separate from the

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[4] SEEK (Search for Education, Elevation and Knowledge), a program for economically and educationally disadvantaged students was begun in 1966.

[5] It should be noted that several colleges also offer Bilingual Associates degrees in programs for students who are fluent in two languages and have either completed or been exempted from ESL courses.

department that houses the regular ESL program. In another college, the ESL program and the ESL component of the bilingual program are under one coordinator within the English Department. The third is primarily a bilingual college, and one of the English department's main functions is to provide ESL instruction.

Since the last survey, every community college now has an ESL program with its own sequence of courses. Six colleges offer courses in the department responsible for teaching all basic skills, two offer courses in the English department, and one offers courses in the division of continuing education.

All the senior colleges except two have ESL programs with their own sequence of courses, housed in English or basic skills departments. In one it is housed in the department of foreign languages, and in the other it is an independent administrative unit which draws its faculty from several academic disciplines.

A trend toward consolidation among large ESL programs is fairly recent. Two large programs, one at a community college and one at a senior college, have become independent administrative units during the past five years. ESL institutes at those colleges, which formerly taught only non-credit courses, have taken on the instruction of degree candidates. The other seven medium size and large programs are housed in skills departments which teach basic skills to native speakers.

This trend has resulted in some colleges offering all language skills instruction within the same department. This is especially true of reading and writing; speech courses, many of which have been added recently to ESL programs, frequently remain in speech

departments, as Tables 1 and 2, the summary charts for each college, indicate. An older structure, whereby each skill was taught by a different department--usually writing in the English department, reading in the reading department, and speech in the speech department -- has all but disappeared at CUNY. The one college that still has this structure accommodates 250 students each semester, and it is reported that efforts are under way to consolidate its programs.

Four English departments house ESL programs. Two of these are small; in the third college, the English department shares its remedial and ESL functions with the SEEK department, and in the fourth, the English department serves far more ESL than remedial students. All of these English departments have taught reading as well as basic writing since approximately 1970 and, therefore, had the basis on which to build comprehensive ESL programs when the need arose.

This survey focuses on the experience of students from their identification as ESL students requiring specialized instruction, through their placement in the proper courses and accompanying academic programs to the point at which they complete the ESL sequence and join their native speaker counterparts to fulfill the college's English requirements. The section of each college description which discusses structure and content and the following section on placement procedures describe the main features of these stages. Tables 1 and 2 summarize this information and Table 4 gives a summary of data on the administration of the CUNY Writing Assessment Test (WAT) at the end of ESL courses.

Eleven of CUNY's ESL programs offer at least three levels of instruction that distinguish among beginning, intermediate, and advanced students. The other colleges, mainly those having small programs, offer two. While the total number of instructional hours varies from a minimum of three hours per week at one campus to 18 hours at another, generally courses range from five to ten hours per week. They are sometimes accompanied by specialized skills courses. Senior colleges offer one and a half times more instructional hours than do community colleges.

The number of credits granted by the programs also varies. For students taking the whole sequence of ESL courses, credit granted may vary from no credit for the 28 hours of course work at one college to the 14 credits for 26 hours at another. Most colleges, however, award between seven and ten credits for students completing the entire ESL sequence. In general, senior colleges offer more credits than do community colleges.

In programs consisting of many instructional levels, students are not expected to take each level in the sequence, but to move through the sequence as quickly as their individual rates of progress allow. Students in such programs frequently do not accumulate the highest number of credits and hours possible. The number of terms normally required to complete the sequence is between two and six.

The usual curricular strategy among CUNY ESL programs is to teach all language and academic skills beginning at the first level of instruction, either in companion courses each devoted to a single skills area, or in integrated skills courses, now in place

on ten campuses. ESL programs generally pay special attention to speaking and listening in the early courses, either in separate speech courses or as major components of integrated skills courses. As a result of the WAT, writing now plays a greater role in the ESL student's course of study from the beginning levels on.

The role of reading courses in ESL programs at CUNY is flexible. Ten CUNY ESL programs schedule reading courses that parallel either writing or integrated skills courses through two, three, and even four levels of instruction. In at least four of these programs, however, the reading courses are not part of the ESL program, but are composed of basic skills courses designed for native speakers of English. In such courses, ESL students first encounter native speakers of English in a classroom situation. Other programs delay specialized reading courses, based on the theory that the grasp of the spoken language must precede reading instruction. Usually, specialized reading courses are then introduced on the intermediate level. Finally, reading courses that draw their content from academic disciplines are sometimes introduced into the later stages of ESL programs to help bridge entry into the content courses. Thus, third-level students at one senior college must take a reading course in either the sciences, the social sciences, or the humanities; while last-level students at a community college must take either "Reading in the Natural Sciences," or "Reading in the Social Sciences."

In the body of each description is a chart showing the additional courses students may take while enrolled in ESL courses. These are usually limited at the early stages of the ESL sequence

until students achieve greater proficiency in English, and the hours they must spend in ESL courses decrease. At one senior college, for example, first-level students can take only one additional course--in either mathematics, a foreign language, or physical education. At the second level, they must enroll in an ESL version of one of the college's required lower-division core courses but only in either anthropology, art, or music. Third-level students are given more freedom; they must take one or two courses in either mathematics, a foreign language, or physical education and also a second core course, which can be in any discipline in courses with native speakers of English. At a community college which has a large and comprehensive ESL program, first-level students take mathematics, second-level students take mathematics or Spanish, and third-level students take one or two introductory courses in academic disciplines, taught in the bilingual mode. Fourth-level students can continue their introductory course work, but are also given the option of participation in a 17-point intensive "cluster" program that thematically combines their ESL integrated skills course with ESL sections of writing and reading courses that bridge their entry into the mainstream of the college curriculum.

When students complete the ESL sequence, they are required to complete their college's writing requirements by taking several more English courses. There are several alternative ways to accomplish this, as the summary charts show. They may pass from ESL writing into the second semester basic writing course for native speakers, a common structure in the community colleges. Or, when

ESL and basic writing courses are co-terminal, they may go directly into freshman composition, as is the case in many of the senior colleges. Alternatively, their performance on the CUNY WAT may determine subsequent placement. As Table 4 shows, all but four colleges now administer the WAT at the end of the final ESL course. Nine colleges in which students go directly from ESL courses to freshman composition now require passing the WAT as the exit criteria from the top-level ESL course. In at least two instances, ESL students are grouped homogeneously even in freshman composition courses. One community college schedules special sections of ESL students in its first semester of freshman composition, while another offers ESL students a three-semester equivalent of its two-semester freshman composition sequence.

Table 5 summarizes tests administered for placement in ESL courses from 1977 to 1980. As the chart shows, when the CUNY tests were first implemented, many colleges administered these tests in addition to the tests previously in use. By 1980 the CUNY tests replaced the reading and writing tests in most colleges, largely because they had to be administered anyway and because the questionnaire accompanying the CUNY WAT helped to identify potential ESL students.[6] More recently, however, most colleges have begun to supplement these with their own ESL-specific instruments which permit finer discrimination and are matched to their own program structures. These may include personal interviews, aural compre-

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[6] The questionnaire asks students these questions: 1) Where were you born? 2) What language did you speak first? 3) How many years have you been in the United States?

hension tests, cloze tests, short-answer grammar tests and in-class essays administered during the first week of class.

Table 6 lists the support services available for ESL students. Although in general support services have diminished since the previous survey, all of the colleges provide some type of tutoring and/or counseling for ESL students. The other common support services are writing and reading workshops and language labs. At some colleges these services are designed specifically for ESL students. However, a large number of colleges have no specific ESL support services; instead ESL students can use the facilities of the regular reading, writing and speech programs.

In Fall 1980, there were a total of 312 faculty teaching credit-bearing ESL courses at CUNY. The senior colleges had 149 (82 full-time and 67 part-time); the community colleges reported 163 faculty teaching in their ESL courses (60 full-time and 103 part-time). The total number of full-time faculty is somewhat higher at the senior colleges than in the community colleges, where adjunct faculty have increased. Five colleges noted (there are undoubtedly more) that they require their faculty to have specialized training in Teaching English to Speakers of Other Languages (TESOL).

Faculty offered many comments on the impact of the FSAP on their ESL programs. Overall, comments from 12 colleges were uniformly favorable, two were strongly opposed, and three noted that the implementation of the CUNY tests had no impact on their ESL programs. Of those who favored the tests, the most frequent comment was that the tests are helpful in identifying students in

need of ESL instruction. These faculty stated that the tests are appropriate and legitimate tests of minimum competency, and that a university-wide measure has been beneficial. Further, faculty observed that the tests set realistic goals for entrance into freshman composition and that they have encouraged articulation and coordination among the various departments. More particularly, faculty noted that the tests have encouraged the implementation of a multi-level intensive ESL program, and have helped all faculty and administrators become more aware of the needs of ESL students. The implementation of the FSAP also was believed to have caused faculty to reconsider curriculum, materials and modes of instruction. An example is that as a result of the WAT, more expository writing is now required in ESL courses.

While faculty cite as a drawback the limitations of the CUNY Writing Test for testing ESL students, it should be noted that the test was designed to assess minimum competency and not to assess which students are ESL and which are not. Moreover, the test was not designed to discriminate among students at the lower end of the distribution, where most ESL students fall. Therefore, the comments which follow should be considered in the light of the test's objective of establishing a standard which all students must meet before moving on to the upper division. Among the problems faculty state, the 50-minute time limit on the test was mentioned most frequently. It is hoped that by the time ESL students have completed some ESL instruction, and have had practice writing in-class essays, this constraint will be less threatening. Faculty also observed that to ensure proper placement into their programs,

other tests which are more ESL-specific must be used in addition to the WAT. Some concern was voiced at one college about the agree/disagree format of the test, as leading to a lock-step approach to the teaching of writing. Some faculty preferred their own tests; others felt that it would be preferable not to administer the tests as exit criteria for the lowest level ESL courses, a practice which is favored at several colleges.

Although no direct study of student reactions to the test was conducted, some faculty noted that the tests appear to cause nervousness and pressure for some ESL students. Others stated that the essay topics, especially for ESL students who have only been in the United States a short time, may be too impersonal and/or culturally biased, making it difficult for them to support or reject the suggested arguments. On the positive side, several faculty observed that their ESL students were now more eager to go over grammar, to write essays and to correct them, and that attendance in ESL courses has improved.

What seems clear is that the increase in the size and diversity of the ESL population over the last several years, combined with the implementation of the CUNY Freshman Skills Assessment Program, has served to raise the consciousness of CUNY faculty and administrators with regard to the needs of ESL students and the responsibilities of the University to serve them.

THE ESL PROGRAM AT BARUCH COLLEGE

Organization

ESL courses at Baruch are offered in the Department of English (writing), Compensatory Programs (reading), and Speech, but there is as yet no coordinator of ESL under a single administrator or department. However, it is hoped that these courses will be integrated in the future. The College has created a jointly-appointed position of ESL coordinator in recognition of this need. Aggressive recruiting for this position is under way.

Population

Approximately 7% of first-time matriculated freshmen registered at Baruch College in Fall 1980 were enrolled in at least one course designated for English-as-a-second-language students. Approximately 250 students are enrolled in the ESL writing courses. About 150 of these are also enrolled in the ESL reading courses. It is estimated that about 40% of Baruch's ESL students are Hispanic, 40% Chinese, and the remaining 20% are from a variety of other linguistic backgrounds.

Structure and Content

Writing courses for ESL students are offered by the Department of English which designates special sections of its remedial writing sequence (ENG 2000 and ENG 2050) for second-language students. A two-semester reading sequence is offered through the Department of Compensatory Programs. The Department of Speech offers a two-

semester sequence, SPE 1001 and SPE 1002, for students in need of intensive work on oral communication. The course structure is as follows:

	Course	Credits	Hours	Additional Courses
Writing	ENG 2000	2	4	The remainder of the program is designed to meet the specific needs and requirements of students.
	ENG 2050	2	4	
Reading	CED 0008	0	4	
	CED 0085	0	4	
	or			
	CED 0018	0	3	
Speech	SPE 1001	2	3	
	SPE 1002	2	3	

ENG 2000/ENG 2050* is a two-semester sequence designed for students whose writing reveals weakness in basic grammar and organization. ENG 2000 deals with grammatical structures, vocabulary development, idiomatic use of the language, and organization of short essays. ENG 2050 concentrates on the longer paper. A short term paper is required as part of the exit criteria from ENG 2050. Upon completion of ENG 2050 both ESL and native language students are required to take ENG 2150, Writing II, second semester Freshman Composition (3 cr. 4 hrs.). Exit criteria for ENG 2050 is the passing of the CUNY Writing Assessment Test.

The reading courses, CED 0008 and CED 0085, are offered through the Department of Compensatory Programs. The first, CED 0008, College Skills I for Non-Native Speakers of English, is an

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*In Fall 1981, these sections will be changed to ENG 2002 (lower), ENG 2003 (upper); and ENG 2052 (lower), ENG 2053 (upper).

intensive course emphasizing reading in the humanities, which is corequisite to ENG 2000. Some students who pass CED 0008 will then be placed in CED 0018, the second semester reading course for native language students. Others, who pass CED 0008 but who are judged to need more specialized ESL instruction in reading, move on to CED 0085, College Skills II for Non-Native Speakers of English, which offers more intensive work in grammar and grammatical structures.

The Speech Department sequence for ESL students consists of SPE 1001 and SPE 1002. In the first semester, emphasis is on articulation, oral grammar, and intonation. The second semester is designed to reinforce and further develop the basic speech skills introduced in SPE 1001.

Placement

The English Department classifies students as ESL based on an examination of their CUNY Writing Assessment Test essays. Students may appeal placement in the writing course to a committee that includes the Chief Reader of the CUNY Writing Assessment Test and the two Assistant Chairpersons. Also, a writing sample is required during the first few days of classes. If an instructor believes that a student should be placed in a different course, the essay is sent to the Deputy Chairperson or one of the Assistant Chairpersons for a decision. The CUNY cut-off on the RSAT determines placement in the reading courses. Placement into speech courses is determined by personal interview.

Support Services

Tutoring, in groups or on an individual basis, is available to students in the Reading-Writing Workshop of the Department of Compensatory Programs. However, there is no special tutoring program for ESL students.

Faculty

In 1980, two full-time members and ten adjuncts taught the writing courses. Three full-time faculty (with degrees in the teaching of English as a Second Language) taught the reading courses. The speech courses were taught by two full-time faculty and one adjunct.

Impact of the FSAP

In Spring 1981 the passing of the CUNY Writing Assessment Test became one of the exit criteria for successful completion of ENG 2050.

THE ESL PROGRAM AT BROOKLYN COLLEGE

Organization

The ESL Program at Brooklyn College is part of the Department of Educational Services (DES) which also administers the SEEK Program and the Developmental Education Program (remedial reading and writing for native-language students). The Director of the ESL Program reports directly to the Chairperson of DES.

Population

Approximately 18% of first-time matriculated freshmen registered at Brooklyn College in Fall 1980 enrolled in at least one course designated for English-as-a-second-language students. Approximately 630 students are enrolled in the reading, writing and speech courses that make up the ESL Program. About 84% of this population belongs to five groups: Hispanic, 30%; Russian, 26%; Haitian, 15%; Chinese, 9%; Iranian, 4%. The remaining 16% come from other European countries and the Far East.

Structure and Content

There are three separate sequences of courses in the program: writing (six levels), reading (four levels), and speech (two levels). In addition, the Speech Department offers one course, Speech 3.2, which students may take upon completion of the DES speech sequence. In writing, students progress from one level to the next when they have passed the corresponding part of the Brooklyn College English Proficiency Post-test for Second-Language Learners. They do not

have to take every course in the sequence. Their progress through the semester determines the next level to which they will be assigned.

Upon completion of ESL writing courses, students are required to take ENG 1 and ENG 2, English Department writing courses required of virtually all Brooklyn College students. Students cannot register for ENG 1, however, until they have passed CUNY's Writing Assessment Test. The three sequences of courses are as follows:

	Course	Credits	Hours	Additional Courses
Writing				
first level	ESL 0.11	0	10	Remainder of program is determined in counsultation with counselor.
second level	0.11	0	10	
first level	0.12	0	5	
second level	0.12	0	5	
	1.01	1	5	
	1.02	2	5	
Reading				
first level	ESL 0.2	0	5	
second level	0.2	0	5	
	1.3	1	6	
	1.4	1	6	
Speech				
	ESL 1.5	1	3	
	ESL 1.6	1	3	
	SP 3.2	3	5	

WRITING. Although there are four courses in the writing sequence, the first two courses, ESL 0.11 and ESL 0.12, have each been divided into two levels so that the writing sequence consists of six levels. Students starting the writing sequence at the first level of ESL 0.11 will have a year of intensive instruction (10 hours per week) in basic communication in English with emphasis on oral/aural fluency, including pronunciation, vocabulary, and grammar study.

ESL 0.11 deals with mastery of basic sound and structure patterns. Continuing attention is given to the development of speaking and listening skills that will enable students to progress in their ability to recognize, produce and respond to the basic structure patterns of English. The study of more complex structures with practice in simple oral and written composition is also included.

ESL 0.12 assumes a knowledge of basic grammar and syntax and emphasizes the manipulation of basic structural patterns. Reading and writing paragraphs and oral presentation of such material are also included.

ESL 1.01 provides intensive practice in analytical reading, continued grammar study, and work in developing and organizing ideas in essays.

ESL 1.02 provides intensive practice in control of elements of rhetoric. Emphasis is placed on the writing of longer themes using comparison and contrast, definition and classification, etc. The CUNY Writing Assessment Test is used as part of the exit criteria from this course.

READING. ESL 0.2, the beginning course in the reading sequence, has also been divided into lower and upper levels. Topics covered in the two levels are decoding skills, the development of a core vocabulary, comprehension, meaning on the sentence and paragraph levels, listening comprehension, skimming and scanning, simple inferences, basic dictionary and library use.

ESL 1.3 continues the work of ESL 0.2 with more difficult reading materials and more advanced vocabulary.

ESL 1.4 completes the ESL reading sequence. The emphasis in ESL 1.4 is on timed reading, the recognition of various literary genres, and more complex organizational patterns. Critical reading, the use of specialized library facilities, and test-taking techniques in preparation for the CUNY Reading Assessment Test are also included. The test is used as part of the exit criteria for the course.

SPEECH. ESL 1.5 covers narrative, descriptive and expository oral presentations. Emphasis is on improving self-esteem and reducing communication anxiety, promoting quantity and fluency in speaking situations, building skill in analysis and organization of ideas, and building listening and related interpersonal communication skills.

ESL 1.6 continues work in listening and comprehension skills as well as in sound identification and production. Interviewing skills, reasoning, and stating and defending positions and viewpoints are also included in this course.

The Speech Department also offers one course especially designed for ESL students, Speech 3.2.

Placement

ESL students' Writing Assessment Tests are reviewed initially by the Department of English readers. ESL faculty do the second

and third readings and place students in the appropriate ESL courses based on criteria developed for the various levels. Students' RSAT scores are reviewed for placement into reading courses. The students are screened for speech proficiency.

Support Services

Each ESL instructor spends three hours tutoring students as part of his assigned 15 contact hours per week. In addition, each instructor is responsible for one workshop per semester intended to prepare students for the retest of the CUNY Writing Skills Assessment Test. Three ESL counselors schedule group counseling for all ESL sudents. All students in the program are assigned to these counselors who advise them on both academic and non-academic matters.

Faculty

In Fall 1980, 17 full-time faculty members, all ESL specialists, taught in the program. In addition, nine adjuncts taught the various courses.

Impact of the FSAP

The CUNY Reading and Writing Assessment Tests are used as part of the exit criteria from the highest level courses in the reading and writing sequences. In Fall 1981, students will be required to pass the Writing and Reading Assessment Tests in order to pass ESL 1.02 and ESL 1.4, the final writing and reading courses in the ESL Program.

THE ESL PROGRAM AT CITY COLLEGE

Organization

City College's English as a Second Language Program draws its faculty from several departments including Classical Languages, English, History, Germanic and Romance Languages, Economics, Special Programs (SEEK), and Speech. The ESL Program is administered by a Director and a Policy Committee, which is composed of the Director and five additional faculty members, all of whom are appointed by the President of the College for a period of three years. The ESL Policy Committee serves a combined function, that of a traditional department executive committee and a curriculum committee. The Director of the Program reports to the Dean of General Education and Guidance.

Population

Approximately 20% of first-time matriculated freshmen registered at City College in Fall 1980 enrolled in at least one course designated for English-as-a-second-language students. Approximately 700 students are enrolled in the Program. Of these, about 42% are Hispanic, 19% Chinese, 16% Haitian, and 4% Greek; the remaining 19% represent about 30 other linguistic backgrounds.

Structure and Content

The ESL Program integrates basic language skills in a three-semester sequence. In addition to the intensive language skills work, students may take one or two other courses, but they are

limited in the type and number of subject-area courses they may take. The sequence of courses is as follows:

	Course	Credits	Hours	Additional Courses
Level One	ESL 10	2	9	(one of the following) • Physical Education
	ESL 11	1	3	• Math, if appropriate • Foreign Language, if appropriate
Level Two	ESL 20	2	6	Required (one of the following) • Pre-CORE courses (non-SEEK)
	ESL 21	2	4	• Special ESL sections of CORE courses
	ESL 22	1	3	• Social Science Survey 1.8/2.8 (SEEK) Optional (one of the following) • Physical Education • Math, if appropriate • Foreign Language, if appropriate
Level Three	ESL 30*	2	6	(one or two of the following) • Physical Education
	SPE 111** or SPE 3.8 (SEEK)	3 3	3 4	• Math, if appropriate • Foreign Language, if appropriate

*Students who complete ESL 30 but who need additional instruction in writing may be required to take ESL 31, a continuation of ESL 30.

**Speech 111, Foundations of Speech Communication or Speech 3.8, Speech Communication. (Admission by Departmental assignment for SEEK students.)

Results of placement exams determine where a student will be placed in the sequence. Also, once enrolled, students may skip courses in the program if recommended by their instructors. Upon completion of ESL 30 students are required to take English 110, Freshman Composition (3 crs., 3 hrs.).

ESL 10, American English for Non-native Speakers, is an intensive integrated approach to the language skills needed in college

work, focusing on grammar, vocabulary, guided writing and reading. ESL 11, Speech for Non-native Speakers, focuses on pronunciation and articulation. ESL 20, Intermediate American English for Non-native Speakers, is a continuation of ESL 10. ESL 21, Reading for Non-native Speakers, offers instruction and practice in reading and vocabulary development. ESL 22, Speech for Non-native Speakers, an intermediate speech course, is a continuation of ESL 11. ESL 30, Basic Composition for Non-native Speakers, is designed for students who need special linguistic help, especially for active vocabulary development and idioms. ESL 31, Basic Composition for Non-native Speakers, . is a continuation of ESL 30 for students who complete ESL 30 but need additional instruction in writing.

Placement

When incoming freshmen take the CUNY Freshman Skills Assessment Tests, they fill out City's "Native Language Questionnaire" which is read by a member of the ESL faculty who screens students as potential ESL or non-ESL. Screening is done primarily on the basis of country of birth, number of years in the United States, whether or not the student reports he speaks another language more easily than he speaks English, and writing samples. Students classified as potentially ESL are asked to take an Aural Comprehension Test. Writing tests of students judged to be potentially ESL are read and scored as "high," "medium," or "low" by ESL readers. Placement into the sequence is made using a combination of the CUNY Writing Assessment Test, the CUNY Reading Assessment Test and Aural Comprehension Test scores.

In Fall 1980, approximately 32% of incoming ESL students were placed in ESL 10, 40% in ESL 20, and 28% in ESL 30.

Support Services

Although all ESL students receive individualized tutoring, ESL 10 students get priority. ESL 20 and ESL 30 students are urged to attend the Language Lab once a week with their classes and on an individual basis. An ESL club provides the opportunity for students to meet with one or two instructors informally for practice with conversation.

Faculty

In Fall 1980, 23 full-time faculty members from eight different departments taught in the program; 12 adjuncts also taught courses during that period.

Impact of the FSAP

Some of the requirements of the FSAP have influenced program policy in a general way. For example, especially early in the sequence, the emphasis has shifted from spoken to written English as a result of the demands of the CUNY Writing Assessment Test. A more direct result of the writing test is the current discussion in the Policy Committee about the possibility of using the test as the exit exam for the last writing course in the ESL sequence. Teachers have commented that students, too, are now more concerned about their reading and writing skills.

THE ESL PROGRAMS AT HUNTER COLLEGE

There are two separate ESL programs at Hunter College: one in the English Department, the other in the Department of Academic Skills (SEEK). Approximately 13% of first-time matriculated freshmen registered at Hunter in Fall 1980 enrolled in at least one course designated for English-as-a-second-language students.

The English Department Program

The ESL program is part of the English Department's Developmental English Program which also includes the remedial reading and writing programs. The Coordinator of writing courses for ESL students reports to the Coordinator of the Developmental English Program who, in turn, reports to the Chairperson of the English Department.

Population

There are approximately 400 students enrolled in the program. Of these, about 40% are Spanish-speaking, 16% French-speaking, 14% Chinese, with the remainder speaking a wide variety of languages including Greek, Italian, Hindi, and Armenian.

Structure and Content

The emphasis in the English Department's three-level sequence is on writing, moving from concentration on difficulties at the

sentence level to the writing of the whole essay.* The sequence of courses is as follows:

Course	Credits	Hours	Additional Courses
ENG 17.003	3	6	Remainder of program determined in consultation with counselor.
ENG 17.004	3	6	
ENG 17.005	3	3	

Upon completion of the English Department's ESL sequence, students are required to take Freshman Composition (ENG 17.120, 3 cr., 3 hrs.). They must, however, pass the CUNY Writing Assessment Test in order to pass ENG 17.005 and enter Freshman Composition.

ENG 17.003, English for Bilingual Students I, the first course in the sequence, is for students whose writing contains systematic and frequent grammatical and idiomatic errors which severely hamper communication. Coursework concentrates on sentence mastery with the general goal of the course being the ability to write grammatically acceptable simple and compound sentences within a paragraph or essay.

ENG 17.004, English for Bilingual Students II, the second course, is for students who generally have control over simple sentence structure, but who still demonstrate grammatical errors, especially in verb forms and sentence boundaries. The general goal of this course is to introduce students to the structural variety of sentences; work on grammar and idiom continues.

*Detailed syllabi for the three courses, compiled by Ann Raimes, are part of the Instructional Resource Center's library of basic skills materials.

ENG 17.005, English for Bilingual Students III, the third course, is for students whose writing exhibits a grasp of the basic conventions of English grammar. The form and logic of the paragraph are the focus of the course, and work concentrates on a great deal of writing, peer-editing, and self-editing. Students continue work on identifying and correcting idiomatic errors, developing techniques of combining and embedding to produce more mature sentences and developing the capacity to make stylistic choices.

Placement

Students are placed in the ESL courses on the basis of results of the CUNY Writing Assessment Test. All English Department readers are trained to place students in either the native language or ESL writing sequence. All essays are read a third time by a full-time faculty member to determine final placement.

On the average, about 10 to 15% of incoming ESL students are placed in ENG 17.003, 25 to 30% in ENG 17.004, and 50 to 100% in ENG 17.005.

Support Services

Hunter's Writing Center is the major support service for students in the College's writing programs. ESL students are referred to the Center by their instructors for individual or small-group tutorial sessions. Detailed files are kept on each student and written progress reports are sent to instructors to keep them

informed. The Writing Center is not attached to any department and serves students throughout the College, not just those in the writing programs.

Faculty

In Fall 1980, three full-time faculty members and eight adjuncts taught the ESL courses.

Impact of the FSAP

The CUNY Writing Assessment Test has met with some resistance at Hunter. Prior to implementation of the CUNY program, the Developmental English Program had in place comprehensive procedures for the evaluation of student writing (at placement and exit) which included a detailed scoring key and the provision that each final essay be read by two readers, or three in case of disagreements. Faculty see the FSAP testing procedures as less effective than their previous system for two main reasons: first, they feel CUNY's minimum competency level of 8 is lower than the previous Hunter standard for entrance into Freshman Composition; second, they feel that the format of the writing test is too limited, that the agree-disagree format may lead to a lock-step approach to teaching writing.

The SEEK ESL Program

The Hunter College SEEK Program offers a three-level writing program in the Department of Academic Skills for its ESL students.

Population

In Fall 1980, approximately 200 students were enrolled in the SEEK Program's ESL sequence.

Structure and Content

The SEEK ESL writing sequence is as follows:

Course	Credits	Hours	Additional Courses
ACSK 030	3	6	As prescribed by SEEK guidelines
ACSK 031	3	6	
ACSK 032	3	6	

The goal of ACSK 030, Developmental Writing I/ESL, the first course in the sequence, is to help students learn to write clear, grammatical English sentences through the study of basic sentence patterns, verb tenses, and irregular verb forms.

ACSK 031, Developmental Writing II/ESL, includes an intensive review of English sentence patterns, verb tenses, and commonly used idioms; vocabulary development is stressed. Writing assignments concentrate on short narrative essays.

ACSK 032, Developmental Writing III/ESL, includes a review and continuation of work covered in ACSK 031 and moves on to the modes of definition, analysis, and argumentation.

Each of the three courses has a tutor in the classroom for at least two hours a week and offers out-of-class tutorial services for students with the same tutor they have in class.

As with the English Department ESL courses, upon completion of SEEK ESL courses, students take ENG 17.120, Freshman Composition, in Hunter's English Department.

Students must pass the CUNY Writing Assessment Test in order to pass ACSK 032 and move into Freshman Composition. In order to pass ACSK 031 they need a score of six on the test. Students in ACSK 030 take a teacher-written final that is graded by their teacher and then read by the ESL coordinator and/or another teacher before students can be placed in ACSK 031.

Placement

Placement essays which indicate second-language interference are read by the SEEK ESL coordinator who places students in the appropriate course in the sequence. In-class writing assignments during the first week of classes act as a further check on placement. In addition, a three-week June Skills Program is offered to those ESL students who do not pass the CUNY Writing Assessment Test and therefore are not able to move to the next level of study. A Pre-Freshman ESL Intensive Language Program was offered for the first time in the Summer of 1981 for six weeks. Students were chosen based on their performance on the Freshman Skills Assessment Tests.

Special Programs

In Spring 1981, a paired reading (3 hrs) and writing (6 hrs) class was offered for ESL students. It will be offered again in Fall 1981 with a required lab hour as part of the reading class and a required hour of tutoring as part of the writing class.

Faculty

Four full-time and two adjunct faculty members teach ESL courses.

Impact of the FSAP

SEEK ESL faculty have reservations about the Writing Assessment Test. They feel that the 50-minute time limit creates particular hardships for ESL students, that the argumentation format is limiting, and that the holistic scoring does not provide an analysis of writing problems.

THE ESL PROGRAM AT JOHN JAY COLLEGE

Organization

The English Department and the SEEK Program are responsible for the ESL courses at John Jay.

Population

Approximately 1% of first-time matriculated freshmen registered at John Jay in Fall 1980, enrolled in at least one course designated for English-as-a-second-language students. Approximately 0.5% of the total undergraduate matriculated students, about 30 students, are enrolled in ESL courses, including SEEK and non-SEEK. The first language for most of these students is Spanish. French Creole and other languages are also represented.

Structure and Content

There is a three-level sequence of courses open to ESL students. The first two courses, ENG 011 (offered in the Fall semester) and ENG 012 (offered in the Spring semester) are the only designated ESL courses. The third course, ENG 099, is a single, special ESL section of the first level regular remedial writing course for native students. Upon completion of ENG 099, students move on to the regular Freshman Composition program. Normally, this means they will take three more semesters of composition courses.

The sequence of courses is as follows:

Course	Credits	Hours	Additional Courses
ENG 011	3	3	. Communication Skills 101 . Math
ENG 012	3	3	. Other introductory courses
ENG 099	1	3	

ENG 011 and ENG 012 focus on basic sentence patterns, use of tenses, prepositions and phrasal verbs with intensive work in problems of structure. Because there are usually only 15 students enrolled, it is sometimes possible to move quickly into paragraph writing, development of a short theme and analysis and organization of ideas, which would be the content of the second course if there were more than one section each semester. While enrolled in ENG 011 and ENG 012, students will also be assigned to a reading course in the Communication Skills Program.

One section of ENG 099, Elements of Writing, is designated for ESL students. The ESL section, however, provides a continuation of ENG 011 and ENG 012, stressing intensive work in grammatical structure and development of paragraph writing. This course is offered both in the fall and spring semesters.

Structure and Content of SEEK ESL Courses

SEEK ESL courses mirror those for regular ESL students. Students enter the program at the appropriate level and move through the sequence according to their instructor's judgment. Because there may be more ESL students in this program than in the regular ESL program, the two courses, ESL 091 and ESL 092, may run consecutively. Upon completion of ESL 092, students take ENG 093 and

ENG 094, the SEEK equivalents of the developmental writing courses for native students. Students who pass the CUNY Writing Assessment Test may then move on to ENG 095, the SEEK equivalent of Freshman Composition. While enrolled in ESL courses, students also take reading courses in the Communication Skills Program, math, and other introductory courses.

The sequence of SEEK ESL courses is as follows:

Course	Credits	Hours	Additional Courses
ESL 091	2	4	. Communication Skills . Introductory courses
ESL 092	2	4	. Math
ENG 093-	2	4	
ENG 094	2	4	

ESL 091 is designed to help students of non-native English backgrounds with basic proficiency in speaking, reading, and writing skills.

ESL 092 is a developmental course designed for students who generally make themselves understood in normal conversation but make frequent errors in structure and vocabulary. The course offers continued work in the areas of basic sentence patterns, use of tenses, prepositions, and verbs, as well as work in developing structure.

Placement

All students take the CUNY Writing Assessment Test, which is read by all English faculty, including ESL faculty. Students whose native language is not English and whose schooling has been in their native tongue are advised to enroll in ENG 011 (ESL) or ENG 012. During the first week of class, students write an essay

and take a short answer test in order to insure appropriate placement. At the completion of this course students are usually placed in ENG 099 unless, upon the recommendation of their instructor, they may proceed to ENG 100, basic writing for native students. Students who pass the CUNY Writing Assessment Test are placed in ENG 101, College Composition.

Students may request a retest and a reevaluation by the placement committee. An essay and short-answer test are assigned during the first days of class to ensure placement.

Support Services

Tutors and counselors are available in the Counseling and SEEK Departments to help students with academic, personal and career advisement.

Faculty

One adjunct faculty member is in charge of the ESL sections offered by the English Department and one full-time instructor is in charge of the ESL courses offered by the SEEK Department.

Impact of the FSAP

Faculty report that the CUNY Writing Assessment Test does not really "test-out" specific ESL problems of their students as well as their own tests do. However, because students need to be mainstreamed as quickly as possible, they believe that it is justifiable that the WAT be required. Faculty also note that ESL students need more time to complete the test and should be allowed the use

of a dictionary for spelling purposes, since non-ESL faculty reading essays often cannot discriminate between the poor spelling demonstrated by native speakers and that which is a result of a limited knowledge of English.

THE ESL PROGRAM AT LEHMAN COLLEGE

Organization

Programs of courses for ESL students are offered in the Department of Academic Skills/SEEK, and through the Bilingual Program in the Department of Puerto Rican Studies. Selected sections in Academic Skills/Writing and in the English and Speech Departments are also set aside for ESL students and taught by ESL specialists. A director of ESL programs oversees, evaluates, and will shortly integrate all the ESL programs at the College. In addition, there is a coordinator of ESL instruction in the Department of Academic Skills/SEEK and in the Department of Puerto Rican Studies.

Population

Approximately 15% of first-time matriculated freshmen registered at Lehman in Fall 1980 enrolled in at least one course designated for English-as-a-second-language students. Over 90% of the students in the programs are Hispanic, but many other linguistic backgrounds are also represented in the programs. The remaining students come from East Asia, India, the Middle East, Eastern Europe, West Africa and Haiti. All told, about 25 native languages are spoken by Lehman ESL students.

Structure and Content of ESL Program in Academic Skills

The program in ESL within Academic Skills is a four-semester sequence of semi-intensive courses (ESL 022-025) integrating the language skills of reading, writing, listening and speaking. At

some point, students take the required speech course, SPE 100, Fundamentals of Oral Communication, in ESL sections taught by an ESL specialist. In the early courses in the sequence, emphasis is on speaking and listening; in later courses, emphasis falls on reading and writing, and students begin readings related to the regular college curriculum.

The sequence of ESL courses is as follows:

Course	Credits	Hours	Additional Courses
ESL 022	3	8	SPE 100*
ESL 023	3	8	Other course selections each semester based on students' increasing mastery of English
ESL 024	2	6	
ESL 025	2	6	

*Students are placed in this course at some point in ESL sequence.

Upon completion of the ESL sequence, all students are required to take further courses in writing, and most students must also take College Reading and Study Skills. In writing, most students move into ACS 016, the upper level remedial writing course for native speakers. After that they will take two courses in Freshman Composition, ENG 090, the compensatory section of Freshman Composition, and ENG 102, the second semester of Freshman Composition. Special sections of ACS 016 and ENG 090 are set aside for ESL students and are taught by ESL teachers. In reading, students completing the ESL sequence who have not passed CUNY's Reading Assessment Test take ACS 010 and, if necessary, ACS 011 (reading courses for native speakers).

The Writing Assessment Test is administered after completion of ACS 016 and students must pass the test in order to pass the course and move into Freshman Composition. This requirement is the same for native speakers in ACS 016. ESL students may also take the CUNY Writing Assessment Test upon completion of ESL 025. When they pass, they move directly to ENG 090, ENG 101, or ENG 102, depending on their scores: those with a total score of 8 or 9 go to ENG 090; those with a score of 10 to ENG 101; and those with a score of 11 to 12 to ENG 102.

Structure and Content of The Bilingual Program

Lehman's second ESL sequence is housed in the Bilingual Program. This is a two-year program in English and Spanish which was created in 1970 in order to give Spanish-speaking students the opportunity to achieve competence in English through intensive study and practice while taking content courses in Spanish. The program, which is administered by the Department of Puerto Rican Studies, also provides a sequence of four semesters of ESL instruction. Instruction is semi-intensive, consisting of a 5-hour writing course linked with a 3-hour reading course. This instructional sequence begins at the introductory level and ends at the upper intermediate level. Its graduates usually place into the third level of the ACS/ESL sequence.

The sequence of courses is as follows:

	Course	Credits	Hours	Additional Courses
Level One	BIL 032	2	5	Content courses in the
	BIL 036	2	3	bilingual mode.
Level Two	BIL 033	2	5	
	BIL 037	2	3	
Level Three	BIL 034	2	5	
	BIL 038	2	3	
Level Four	BIL 035	2	5	
	BIL 039	2	3	

Upon completion of this sequence the student's ACS/ESL level is determined by an in-house placement test.

Placement

Initial screening of students for entry into an ESL program is based on performance on the CUNY Writing Assessment Test. Subsequently, the specific placement of any student in need of instruction reflects, in part, the particular program under which a student comes to the college. Thus, SEEK students normally take the ESL sequence in ACS; Bilingual Program students normally start in the ESL sequence in the Bilingual Program. Beginning Fall 1981 placement will also increasingly be based on students' scores on a new battery of ESL tests. These tests, which include a dictation test, a cloze test, and an essay test scored holistically with the help of a new ESL-specific scale, have been developed by the ESL Director with the help of ESL faculty and an outside consultant, under the College's Title III grant.

Support Services

Although a language laboratory (with tape recorders, language tapes and records, etc.) is in operation at Lehman, ESL courses do not now include extensive audio-lingual drill or work in the language lab. ESL activities will be included, however, in a reading and writing skills center now being developed. The Center will provide individualized, self-paced and small group instruction to students throughout their stay at Lehman.

About one-third of students in the ACS/SEEK ESL program are SEEK students who receive counseling regularly. (Entering freshmen not in SEEK receive pre-registration advisement in the Office of the Dean of Students.) Bilingual Program students are counseled by special Bilingual Counselors of the Dean of Students Office. Many ESL students are counseled informally by their ESL instructors or the ESL Coordinators, who feel there is an urgent need for regular, formal academic advisement and for counseling to help ESL students become acculturated to an American college.

Special Programs

Beginning in 1980/81, the first two semesters of the Bilingual Program's ESL sequence have been superseded by two new experimental ESL courses. The new courses adapt the Dartmouth Intensive Language Mode (DILM) to the needs of an academically under-prepared population of second-language learners. The format is intensive; courses meet for 15 hours per week. During 5 of these hours students meet with carefully supervised peer tutors who conduct oral drills that

have been developed by the DILM/ESL faculty. Five hours per week are spent in a master class with a DILM/ESL faculty member, while another 5 hours are spent with another set of peer tutors in writing practice sessions.

The purpose of the experiment is to see if the DILM, through its initial strong emphasis on oral fluency, through the expanded contact hours and the use of peer tutors, can help ESL students to accelerate their learning of English so that they can be "mainstreamed" into the College's academic program at an earlier time in their college careers. The experiment is supported by grants from Title III and from the Fund for the Improvement of Postsecondary Education. A college-wide testing prcgram in ESL, also begun in 1980/81, will eventually allow the College to assess the effectiveness of the more conventional format.

Other special courses are offered in the summer. In 1981 ACS will offer an intensive summer course for ESL students who have failed the CUNY Writing Assessment Test. The Bilingual Program will offer a non-intensive course for DILM/ESL students who wish to maintain their skills over the summer.

Faculty

At present, the two ESL sequences are staffed by full-time faculty qualified in the discipline of Teaching English to Speakers of Other Languages (TESOL). Although there are no part-time faculty in ESL at present, adjuncts qualified in TESOL are hired as needed.

Impact of the FSAP

Teachers report positive effects of the FSAP. They feel the writing test has helped to set clear, realistic goals for entrance into freshman composition. There is a general feeling that the College has been cooperative and supportive in meeting the needs of ESL students by providing an adequate number of sections, maintaining appropriate class size, employing qualified faculty and administrators directly responsible for ESL, and encouraging coordination and articulation between the various departments involved. Much of this support is attributed to the growing awareness of the needs of the ESL population in light of the demands of the testing program.

THE ESL PROGRAM AT QUEENS COLLEGE

Organization

In Fall 1980, the English for the Foreign Born (EFB) program was reconstituted as the Program of College English as a Second Language (CESL). The new CESL curriculum offers several levels of reading and writing with increased instructional hours and a reduced number of credits.

The CESL Program functions in the School of Continuing Education. The Director of the Program reports directly to the Dean of the School of General Studies and Continuing Education. Representatives from CESL and the English Department work together as a liaison committee to insure easy flow of students between the two departments. The Department of Special Programs also offers several courses designated for ESL students in the SEEK Program.

The CESL Program

Population

Approximately 13% of first-time matriculated freshmen registered at Queens College in Fall 1980 enrolled in at least one course designated for English-as-a-second-language students. The CESL students at Queens College are usually graduates of New York City high schools who have resided in the United States for one or more years. In Fall 1980, approximately 500 students were enrolled in the CESL program. It is estimated that the largest percentage of students come from Greece. The second largest group is composed of Koreans, followed by Chinese, Japanese, Hispanics, Haitians,

and Israelis. There is also a sizeable number of Russians, Arabs, and Africans and a small group of Europeans.

Structure and Content

The newly instituted CESL Program at Queens offers several levels of courses covering skills of writing, reading, and oral communications. The first semester courses taken concurrently in an intensive ESL program are CESL 21, CESL R22 and CESL 100. The skills emphasized are writing, reading, listening and speaking. Upon completion of the intensive program, as judged by the instructor and by performance on the CUNY Reading and Writing Assessment retests, students proceed either to CESL 30 (taken with one specialized reading course), to ENG 01, Basic Writing, or to ENG 1, Freshman Composition. The ESL sequence is as follows:

Course	Credits	Hours	Additional Courses
First Level Intensive			
CESL 21	1	4 (+1 conf)	. Math, if passed CUNY test . Chemistry, if passed in-house test
CESL R22	1	4 (+1 conf)	. Language, with approval of Dept.
CESL 100	1	4 (+1 conf)	
Second Level			
CESL 30	2	4 (+1 conf)	No restrictions
CESL R31	2	4 (+1 conf)	
or			
CESL R32	2	4 (+1 conf)	
or			
CESL R33	2	4	

CESL 21, Fundamentals of Writing 1, deals with grammar, syntax, vocabulary, spelling, punctuation, and the writing of sentences,

paragraphs, and compositions to prepare students for more complex forms of writing.

CESL R22, Reading and Rhetoric, stresses reading comprehension through the analysis of short stories and poetry and the writing of critical essays.

CESL 30, Fundamentals of Writing II, includes a review of English grammar and syntax and introduces the student to various rhetorical strategies including narration, description, argumentation, and analysis.

CESL R31, Reading in the Sciences, CESL R32, Reading in the Social Sciences, and CESL R33, Reading in the Humanities, are different sections of the same basic course. The sections are mutually exclusive, and different sections may not be repeated for credit. Reading comprehension and critical thinking are stressed as well as the development of vocabulary appropriate to the sciences, social sciences or the humanities. Frequent writing assignments culminate in the writing of a research paper.

CESL 100, Aural Communications, is offered with CESL 21 and CESL R22 as part of an intensive program for basic level students.

Placement

The CUNY Writing Assessment Tests are read by all English Department and CESL faculty. Tests of those students whose language usage appears typical of non-native speakers are read and scored holistically by a team of CESL and English Department faculty, for final placement in writing courses. Scores on the CUNY Reading Test determine placement in reading courses.

Once in the program, students are encouraged to move as quickly as possible in accordance with their acquisition of language skills. Although there are many options, the average student completes the CESL courses in a year. Retests in the three skills areas are given at the end of each course so that students can be placed into writing, reading, or oral communications courses as required.

The SEEK Program

Population

Eight percent of incoming freshmen in the SEEK Program are placed in ESL sections of the SEEK basic writing courses. In Fall 1980, approximately 80 students were enrolled in these courses. A small number of ESL students in the SEEK Program who require more intensive work in English language instruction are assigned to a CESL course for one semester prior to placement in the SEEK program.

Structure and Content

The SEEK Program offers a sequence of writing courses paralleling the non-SEEK writing program, the first two levels of which have special sections set aside for ESL students. Upon completion of the SEEK sequence, students will have met the College's requirement for ENG I. They then proceed to ENG 6, English Composition II, which all students must take before completing 60 credits. The following writing courses comprise the SEEK writing sequence:

Course	Credits	Hours	Additional Courses**
ENG 001 (ESL section)	0*	4	. Math 01 or Math 04 . Chemistry if passed in-house test . Language: own or another with approval of department . Physical Education . SEEK introductory courses
ENG 100 (ESL section)	2	4	
ENG 101	3*	4	
ENG 102	3*	4	

*Credit allowance approved Spring 1981 by Faculty Senate
**Some ESL students in the SEEK Program may also be assigned to a special section of Reading 01 (1 cr., 3 hours) while enrolled in one of these courses.

ENG 001, Basic Writing Skills and ENG 100, a continuation of ENG 001, are designed for students whose native language is other than English and whose placement scores reveal severe difficulties in written English. Both courses are designed to provide students with the basic skills necessary for expository writing in college. They focus on basic grammar, sentence structure, the concept of paragraphing, the topic sentence, methods of development, and types of paragraphs. Also included are the study of diction and research skills. Upon completion of ENG 100 ESL students move into ENG 101 and ENG 102, the regular English courses in the SEEK Program and then into ENG 6 in the English Department.

Support Services

The Writing Skills Workshop functions as a tutoring center for students exhibiting writing problems of varying degrees. In the workshop, graduate and undergraduate students, trained and supervised by faculty members, work with students on an individual basis.

In recent semesters the workshop has accommodated an increasing number of ESL students, and it uses a considerable amount of special material developed for these students. It employs an administrative assistant with ESL training. Presently, approximately 40% of the students served by the Workshop are non-native speakers of English who are enrolled in one of the basic writing courses in the English Department.

The Reading Lab functions as a tutoring center and is staffed with a part-time coordinator and trained graduate and undergraduate reading tutors. Although the Lab serves any student who is having difficulty completing academic reading assignments and who requests help, priority is given to the underprepared student enrolled in the College's reading course. Approximately 40% of the students requesting tutorial assistance through the Lab are speakers of English-as-a-second-language.

Faculty

The CESL faculty in Fall 1980 consisted of four full-time members and 19 adjuncts. All CESL faculty teach writing, reading, and oral communications.

Impact of the FSAP

The implementation of the FSAP led to the establishment of a multi-level intensive CESL Program. The faculty believe the Reading and Writing Assessment Tests make the identification of students in need of ESL instruction easier and their placement in appropriate courses more accurate.

THE ESL PROGRAM AT THE COLLEGE OF STATEN ISLAND

Organization

The ESL Program at the College of Staten Island is part of the Department of English, Speech and World Literature. The ESL Coordinator reports directly to the Chairperson of the Department.

Population

Approximately 3% of first-time matriculated freshmen registered at the College of Staten Island in Fall 1980 enrolled in at least one course designated for English-as-a-second-language students. There are approximately 200 students enrolled in the program, with an estimated 35% of this population Haitian, 25% European and Middle Eastern, 20% Hispanic, and 20% Oriental.

Structure and Content

The ESL Program offers sequences of courses in writing, reading, and speech, which are not necessarily corequisites. The course structure is as follows:

	Course	Credits	Hours	Additional Courses
Writing				
	ENG 007	2	4	Determined by level of proficiency in English
	ENG 008	2	4	
	ENG 037	2	4	
Reading				
	ENG 009	2	4	
	ENG 010	2	4	
	ENG 039	2	4	
Speech				
	ENG 005	1	2	
	ENG 006	1	2	

WRITING. The three writing courses form a developmental sequence which moves from concentration on difficulties with the language at the word and sentence level to organizing and developing ideas in the whole essay.

The general goal of ENG 007, ESL Writing I, is to help students master the structure of the language at the basic sentence level. In ENG 008, ESL Writing II, and ENG 037, ESL Writing III, work on mechanics and vocabulary continues but the emphasis shifts to the essay as a whole. Upon completion of ENG 037, students take ENG 111, the College's required Freshman Composition course, sections of which are set aside for ESL students each semester. All College of Staten Island students must pass the CUNY Writing Assessment Test before they can register for this course. Students who have passed ENG 037, but have not passed the CUNY Writing Assessment Test are assigned to the English Skills Center for tutoring.

READING. The three reading courses, like the writing courses, form a developmental sequence. ENG 009, ESL Reading I, focuses on decoding and on intensive study of the sound and spelling systems of English. ENG 101, ESL Reading II, is an introduction to college level reading, and ENG 039, ESL Reading III, is a continuation of the work of ENG 010 with emphasis on the comprehension of more complex reading materials. In order to pass ENG 039 students must pass the CUNY Reading Assessment Test. If they have not passed the test upon completion of ENG 039 but have otherwise satisfactorily completed their coursework, they will be given a grade of "Incomplete" and assigned to the English Skills Center for tutoring. When they pass the reading test, the "Incomplete" grade will be changed.

SPEECH. ENG 005, Basic Spoken English for Non-native Students, and ENG 006, Developmental Spoken English for Non-native Students, comprise the speech sequence. ENG 005 focuses on practice in listening to, understanding, and speaking English in everyday situations. The work in ENG 006 emphasizes the presentation of ideas in clear and idiomatic spoken English.

Placement

Placement into the ESL Program is based on a combination of test results and a personal interview. Students are identified as possible candidates for the ESL Program after an examination of their CUNY Writing Assessment Test essays. Papers of students who appear to the reader to need ESL instruction are referred to ESL faculty for placement into the writing courses. Each student who has been thus identified is called in for an interview to determine which reading and speech courses the student should take. (Students scoring between one point above and one point below the cut-off score for passing the CUNY Reading Test are placed in the highest-level reading course. In addition, an in-class essay is assigned during the first week of classes to ensure proper placement.

At the end of each semester, all ESL instructors complete a form for each student describing the student's work through the semester, his or her attitude, future needs, and final placement. There is a file of each student's progress through the ESL courses.

Support Services

The English Skills Center provides tutoring for both ESL and native language students in reading and writing. The Center is also a resource for basic skills teachers, providing continual in-service training, offering recommendations on textbooks and other materials, and keeping faculty informed about student progress. Students are usually referred to the Center by their teachers either while they are enrolled in courses or after they have completed courses but may still need extra help to pass the CUNY exams or work on persistent language problems. Students may also go to the Center on their own.

The Center, considered an integral part of the English Department's basic skills programs (reading and writing for native speakers; reading, writing, and speech for ESL students) is coordinated by a full-time member of the instructional staff.

Faculty

Ten faculty members (eight full-time, two part-time) taught the ESL courses in 1980-81 as part of their programs. In addition, faculty from the Department of Modern Languages teach ESL courses when additional classes are needed.

Impact of the FSAP

The Freshman Skills Assessment Program has affected the ESL Program at the College of Staten Island in several ways. Implementation of the testing program has increased enrollment in the courses necessitating greater reliance on adjuncts and increasing

class size to the point where, in some cases, teachers feel classes are becoming too large to be as effective as they should be. They would like the College to provide additional support since requirements of the FSAP have changed the size and shape of the ESL program.

In terms of curricular effects, the tests are now part of the exit criteria for the reading and writing sequences and are considered realistic goals for ESL students to achieve.

THE ESL PROGRAM AT YORK COLLEGE

Organization

The ESL Program at York College is part of the Department of Foreign Languages. Its Coordinator reports directly to the Chairperson of the Department. A reconsideration of the structure and content of the present Communications Sequence, is now under way.

Population

Approximately 12% of first-time matriculated freshmen registered at York College in Fall 1980 enrolled in at least one course designated for English-as-a-second-language students. Approximately 100 students are enrolled in the ESL Program. Of these, 45 to 50% are Hispanic, 35 to 40% Chinese, 10% French-speaking, and the remaining 5% come from a variety of linguistic backgrounds.

Structure and Content

There are two parallel sequences for York College's ESL population: a two-semester intensive program with corequisite ESL reading courses (offered through the Department of Academic Development) and a three-semester program for students of more advanced skills levels. The course structure of the intensive program is as follows:

	Course	Credits	Hours	Additional Courses
Level One	COM 111	6	3(+6 lab)	The remainder of the program is designed to meet the specific needs and requirements of students.
	RDG-ESL 100	1	4	
Level Two	COM 112	6	3(+6 lab)	
	RDG-ESL 101	1	4	

The first level in the intensive program consists of COM 111 and RDG-ESL 100. Students in the intensive program spend at least 13 hours in ESL studies, which include 6 hours in the tutorial lab under the direction of a master teacher and tutors who provide both individual and small group tutoring. In addition, students may also be assigned to work on their own in the College's language laboratory.

COM 111, Intensive ESL I, deals with basic language skills, grammar, vocabulary building, aural comprehension, and oral expression.

RDG-ESL 100, Development of Reading I, offers work in developing vocabulary, study skills, and literal and interpretative reading comprehension skills.

In the second semester, students take COM 112, Intensive English as a Second Language II, a continuation of COM 111. Verb tenses, modals, syntax, idiomatic expressions, vocabulary building, sentence combining and subordination, paragraph structure, and elements of composition are included as well as continued work on aural comprehension and pronunciation.

RDG-ESL 101, Development of Reading II, focuses on critical and creative reading skills development. Rate and fluency are

improved through individualized laboratory tasks.

Upon completion of the intensive sequence, students are required to take further courses in reading and writing. In reading, they will take the College's two-semester reading sequence (also called RDG 100 and 101) and in writing they may be required to take up to three more courses in the English Department (ENG 100, ENG 115, and ENG 120).

The three-semester program for students of more advanced skills is structured as follows:

Course	Credits	Hours
COM 101	1	4 (+1 lab)
COM 102	1	4 (+1 lab)
COM 103	1	4 (+1 lab)

COM 101, ESL I, concentrates on sentence structure, pronunciation, and other oral aspects of the language including phonemic analysis. Students also work on controlled writing exercises including sentence completion and controlled composition. One laboratory hour is required in this course for work on exercises that are keyed to class work.

COM 102, ESL II, includes continued work on spoken English as well as grammar. Writing exercises are less controlled and more reading is done at this level. As in COM 101, students are required to attend the language lab for at least one hour per week for work on exercises keyed to the units of instruction.

In COM 103, ESL III, greater emphasis is placed on paragraph development and on preparing students to write longer compositions. Writing assignments are geared to reading.

There are no special ESL reading courses for students placed in the three-course sequence. They are assigned to the College's reading courses based on their scores on the CUNY Reading Assessment Test.

Upon completion of this sequence, students are required to take further courses in writing in the English Department: the remedial writing courses for native speakers, ENG 100 and ENG 115, and Freshman Composition, ENG 120.

Placement

Placement into the ESL sequences is based on evaluation of students' CUNY Writing Assessment Test. Essays are first read by English Department readers who send essays of students whose writing shows second language interference to the ESL Coordinator. The essays are then read again and students are called in for interviews and given additional tests in English grammar. Students with lowest skills levels are placed into the intensive sequence.

Support Services

This year a Special Services Program grant enabled the College to provide tutorial services to all ESL students, including those not enrolled in the ESL program. Through this grant, an ESL teacher was hired to conduct workshops for ESL tutors. This program supplemented the College's language lab and the tutorial lab attached to the intensive sequence.

Faculty

In Fall 1980 two full-time faculty members and three adjuncts taught in York's ESL program.

Impact of the FSAP

The FSAP has not had any appreciable effect on York's ESL program.

THE ESL PROGRAM AT BOROUGH OF MANHATTAN COMMUNITY COLLEGE

Organization

The English as a Second Language Program at Borough of Manhattan Community College (BMCC) is part of the Department of Developmental Skills, which also contains the reading program. The ESL Coordinator, elected by the ESL faculty, is given released time and reports directly to the Chairperson of the Department.

Population

Approximately 11% of first-time matriculated freshmen registered at Borough of Manhattan Community College in Fall 1980 enrolled in at least one course designated for English-as-a-second-language students. Of the 600 students enrolled in the ESL Program in Fall 1980, over 60% were Hispanic; the remainder were predominantly Haitian and Chinese.

Structure and Content

BMCC's ESL Program integrates the basic language skills of speaking, listening, reading, and writing in a five-level program. The aim of the program is to prepare students for entrance into freshman composition with classwork focusing on developing college-level expository composition skills. Upon completion of ESL courses, students are required to fulfill the College's writing requirements which consist of ENG 100 (Freshman Composition I) and ENG 115 (Freshman Composition II). Both courses meet for 3 hours per week and carry 3 credits.

The ESL sequence of courses is as follows:

Course	Credits	Hours	Additional Courses
ESL 060	0	6	. Physical Education . Studio Art and Music . Native language . Other introductory courses (at the discretion of the department) . Reading (at the ESL 083 level) . Speech
ESL 061	0	6	
ESL 062	0	6	
ESL 083	3	6	
ESL 084 or ENG 090	3	6 3	

Students may skip courses in the sequence depending upon their progress during the semester.

At the ESL 060 and ESL 061 levels, course work is evenly concentrated on speech and writing and includes pronunciation practice, sentence generating and combining, controlled and free paragraph writing, and sector analysis.

At the ESL 062 and ESL 083 levels, the major emphasis is on writing, with continued oral practice and work in reading.

Upon completion of ESL 083, students will be assigned to either ESL 084 or ENG 090, depending on how pronounced second-language interference is in their writing. ESL 084, Intensive Writing for ESL Students, focuses on the processes of essay writing, including sentence structure, paragraph structure, organization, and content. (This course is equivalent to ENG 090, the upper-level remedial writing course for native speakers.) Students in ESL 084 must pass the CUNY Writing Assessment Test in order to register for Freshman Composition.

Students do not take reading courses until they are ready for ESL 083.

Placement

Placement into the ESL Program is based on the CUNY Writing Assessment Test. All essays are read initially by the English Department and ESL faculty. Students who receive below 8 are considered as likely ESL program candidates (based on language background questions on the writing test booklet). Their essays are read by two ESL faculty. The readings, at this point, are graded according to a five-point scale, each point corresponding to a level in the program's sequence.

As a further check on placement, on the first day of classes students are asked to write an in-class essay which is evaluated by their instructor. New students also take the Marano Passive Grammar Test and the John Oral Test. Some instructors in the upper-level courses use cloze tests also.

Although students take the CUNY Reading Assessment Test before they enter the College, they are not assigned to a reading course (there are no separate ESL reading courses) unless or until they place at the ESL 083 level. They will take the Reading Test at the time they are ready to take a reading course and will be placed by the results of the second test.

On the average, about 10% of incoming ESL students are placed in ESL 060; 25% in ESL 061; 30 to 35% in ESL 062; 20 to 25% in ESL 083; and 10 to 15% in ESL 084.

Support Services

Tutoring is available for ESL students from two sources. The ESL Lab, funded as part of a Title III grant, is open four days a week with a full-time ESL teacher (given 9 hours released time) to coordinate individual and group tutoring. All tutors are required to be enrolled in a graduate program for Teaching English to Speakers of Other Languages (TESOL). In addition, the Special Services Tutorial Project provides individuals trained in ESL to help students on weekends. The goal of the project is to increase the retention and graduation rates of disadvantaged low-income students with academic potential through tutoring, counseling and improving study skills. Instructors are informed of students' progress after each tutoring session.

Faculty

Nine full-time faculty and ten adjuncts teach all the ESL courses. All candidates for teaching positions, adjunct or full-time, must have a master's degree in TESOL or an allied degree (e.g., English, communications, the teaching of a foreign language) plus a minimum of 9 graduate credits in courses which might be included in an accredited graduate TESOL program, and teaching experience with students similar to BMCC's.

Impact of the FSAP

Although the emphasis has always been on writing in BMCC's ESL program, the implementation of the FSAP has brought a change

in the kind of writing emphasized. Teachers are now more likely to concentrate on the argumentative essay which is required of students by the CUNY Writing Assessment Test.

THE ESL PROGRAM AT BRONX COMMUNITY COLLEGE

Organization

The ESL Program at Bronx Community College is part of the Department of Special Educational Services (SES) which also administers the College's reading program and an Education Associate degree program. The ESL Coordinator reports directly to the Chairperson of SES.

Population

Approximately 2% of first-time matriculated freshmen registered at Bronx Community in Fall 1980 enrolled in at least one course designated for English-as-a-second-language students. About 300 students are enrolled in the ESL program. Approximately 90% of them are Hispanic, 5% Haitian, and the remaining 5% come from a variety of linguistic backgrounds.

Structure and Content

Bronx Community College's ESL Program is a three-level integrated language skills program with a major emphasis on writing. The course sequence is as follows:

Course	Credits	Hours	Additional Courses
ESL 01	0	8	Reading for native speakers (taken concurrently with ESL 02)
ESL 02	0	6	Remainder of program determined by level of proficiency in English
ESL 11	3	6	

ESL 01, ESL-Basic, provides an individualized program for the development of basic language skills. The course builds oral and written control of basic grammatical structures through conversation and controlled writing practice. Listening and reading comprehension skills are also included.

ESL 02, ESL-Intermediate, provides instruction and activities for the development of oral control of grammatical structures, listening comprehension, and the ability to write grammatically acceptable paragraphs and short compositions.

ESL 11 focuses on composition skills utilizing more complex grammatical structures and on helping students develop techniques for writing well-constructed essays of various types through reading and discussion.

Upon completion of the sequence, students are required to take further writing courses in the English Department. Students are retested by the English Department with the CUNY Writing Assessment Test and placed into either ENG 01 (0 cr., 4 hrs.), the first-level remedial writing course for native speakers, ENG 02 (0 cr., 4 hrs.), the second-level course, or ENG 13 (3 cr. 4 hrs.), Freshman Composition.

There are no reading courses especially designed for ESL students. Students placed at the ESL 02 level or higher take the College's regular reading courses. Students placed in ESL 01 may not take a reading course until they reach the ESL 02 level. They are also restricted by the College in their choice of other courses if they have been placed in ESL 01.

Placement

Students are placed in the ESL sequence on the basis of results on the CUNY Writing Assessment Test. If students have indicated on their test booklets that English is not their native language, their essays are read by both an English Department and ESL reader who decide whether they belong in the ESL or native language writing courses. On the average, about 45 to 50% of incoming ESL students are placed in ESL 01, 30 to 35% are placed in ESL 02, and 20 to 25% are placed in ESL 11.

ESL students go through a second placement testing when they have completed the sequence. The English Department retests them with the CUNY Writing Assessment Test to determine placement in the native language writing sequence.

Support Services

At the present time, the ESL program includes one college assistant who tutors in the classroom as well as in the ESL-Reading Workshop. Students receive help in career planning from college counselors and are also counseled informally by ESL faculty.

In addition, audiovisual resources are available in Bronx's college-wide Learning Center.

Faculty

In Fall 1980, three full-time faculty members and eight adjuncts taught the ESL courses. At Bronx Community College, all ESL instructors are trained in Teaching English to Speakers of Other Languages (TESOL).

Impact of the FSAP

In general, there has been an increase in the amount of expository writing required in ESL courses. Although there is no doubt that the development of this type of writing skill is important to the ESL students' success in college, it has become evident that other important aspects of English development, such as oral communication, are being subordinated. Teachers in the highest ESL course are feeling somewhat pressured by the requirements of the CUNY Writing Assessment Test.

Because the placement tests are read jointly with faculty from the English Department, there is sometimes a difference of opinion about placement of a student into the highest level ESL course (3 credits) as opposed to the lowest level English Department writing course (no credit). ESL faculty believe that students at this "transitional" stage can benefit more from the ESL course by gaining both preparation and elective credits, and then can move into a higher-level writing course. These cases are resolved by discussion among the readers from the two departments, and in fact, these discussions have brought about a closer relationship and better understanding between the departments. Faculty note that as a result of sharing responsibilities for the placement procedure, they have been able to identify more accurately the ESL population.

A general feeling about the CUNY Writing Assessment Test is that it is not sufficient for placement of ESL students into appropriate levels, nor that it should be the only exit criteria, but that it should be supplemented by other tests specifically designed for ESL skills.

ENGLISH AS A SECOND LANGUAGE AND ENGLISH AS A STANDARD DIALECT PROGRAMS AT MEDGAR EVERS COLLEGE

Organization

The ESL Program at Medgar Evers was launched in 1977 with two reading courses and two writing courses which were offered for ESL students only. The need to implement a standard English language development program that acknowledges Black Dialect as a system of communication with its own linguistic patterns led to the implementation of English as a Standard Dialect (ESD) courses. These are now offered side by side with ESL courses. The ESL/ESD program is housed in the Department of Special Programs. The Director of the ESL/ESD Program is also the Deputy Chairperson of the Department of Teacher Education. She reports directly to the Associate Dean of Academic Affairs who coordinates all basic skills courses.

Population

Approximately 12% of first-time matriculated freshmen registered at Medgar Evers in Fall 1980 enrolled in at least one course designated for English-as-a-second-language students. The ESL/ESD population at Medgar Evers is about 10% of the total student body. In Fall 1980 there were 297 students registered in the ESL/ESD program, of which 169 were ESL and 128 were ESD. Forty-five percent of the ESL population are Haitian, 49% Hispanic, and 6% Asian.

The majority of students in the ESD population are American and Caribbean Blacks.

The ESL SEEK students take the courses offered by the ESL/ESD Program.

Structure and Content

The ESL/ESD Program is a two-level sequence of intensive courses integrating all language skills. While enrolled in ESL/ESD courses, students take one of several counseling courses and an introductory course which requires a minimum of reading. Classes meet for six hours a week in two three-hour sessions with trained ESL/ESD instructors. In addition, students spend one-third of their time in reading and writing labs. Students' performance in the labs determines one-third of their grade.

Assignments in the reading and writing labs are designed to help students become competent users of standard English. ESL/ESD 003 courses award no credit, but students must pass with a grade of "D" or better to take the CUNY Writing and Reading Tests. ESL and ESD 004 are offered to students who have successfully passed the 003 level but have not received the necessary passing grades on the CUNY tests to move out of the basic skills sequence.

Upon completion of the ESL or ESD sequence, students move into the regular freshman English Program in the Humanities Department. The course structure for the ESL and ESD sequence is as follows:

Course	Credits	Hours	Additional Courses
ESL 003	0	6 (inc. 3 Lab)	Counselling, introductory courses, typing, music, math, physical education
ESL 004	4	6 (inc. 3 Lab)	
ESD 003	0	6 (inc. 3 Lab)	
ESD 004	4	6 (inc. 3 Lab)	

ESL/ESD 003, Language Arts 1, is an intensive course in language skills. The ESL sequence emphasizes the use of language in all of its forms. Course content in ESD courses includes comparing the differences between two linguistic systems (Black English and Standard English) that create confusion; analyzing the phonetical, phonological, lexical, and semantic errors made as a result of language rule interferences; and focusing on the use of appropriate language in varying situations.

ESL/ESD 004, Language Arts 2, is a second-level intensive course for students who have successfully passed the 003 level but who are still in need of further work in basic skills. The contents of the ESL course include continued stress on the phonological and morphological linguistic skills; a great deal of emphasis on reading and writing in content areas at more advanced levels; study skills and test-taking skills. The course content for ESD continues to point out differences in the two linguistic systems, but more emphasis is given to upgrading reading, writing, study skills and test-taking skills. Although ESL and ESD students are expected to achieve linguistic competence in standard English, instructional

methodology and approaches differ. Assignments in the reading and writing labs are individualized to help students become competent users of standard English.

A six-week summer mini-course is offered for students who wish to raise their CUNY test scores or increase their working skills in the English language. The course emphasizes individual development in reading, writing, and oral skills. Students' needs are assessed through teacher-made tests. After completion of the course, students receive a certificate and have the opportunity to take the CUNY Reading and Writing Assessment Tests.

Placement

Placement is determined by scores on the CUNY Writing Assessment Test and the CUNY Reading Assessment Test. All English faculty from Humanities, Special Programs and ESL/ESD who teach basic skills read and score essays together. A questionnaire separates native and non-native speakers. The score, along with the results of the CUNY reading test, determines the appropriate level of placement. A cloze test is also administered to determine comprehension level and ability to use language creatively, and to confirm placement. Classes run simultaneously, making changes possible during the first weeks.

Scores on the CUNY Writing and Reading Assessment Tests are used as follows: students with 10 or more raw score points below the passing score on the Reading Test and 6 or below on the Writing Test are placed in ESL 003; students who score between 1 and 10 raw score points below the passing score on the Reading Test

and 8 on the Writing Test are placed in 004 levels. A score of 9 or better on the Writing Test places students in ENG 100 (Freshman English). If there is a discrepancy between the two the writing score determines appropriate placement level.

To determine whether low-scoring students belong in ESD, faculty look at the writing sample for "clearly distinguishable Black English structural patterns."

Support Services

An ESL counselor helps students with career planning, personal advisement and academic preparation. ESL students must attend both the reading and writing labs for peer tutoring, individualized, or group help. (ESD students attend the College's reading and writing labs.)

Faculty

A total of five faculty members have taught all the ESL/ESD courses. In Fall 1980 there were three full-time faculty teaching ESL/ESD and one coordinator of the ESL lab. In addition, one adjunct taught in the evening session.

The ESL/ESD faculty holds a two-day retreat every year. This activity includes presentations by each member and in-depth discussions of the Program. Staff development sessions are conducted monthly.

THE ESL PROGRAM AT HOSTOS COMMUNITY COLLEGE

Organization

The ESL Program at Hostos Community College is part of the English Department. An ESL coordinator and an ESL and Developmental Reading coordinator report directly to the Chairperson. All courses in basic skills are under the supervision of the Associate Dean of Faculty.

Population

Approximately 65% of first-time matriculated freshmen registered at Hostos in Fall 1980 enrolled in at least one course designated for English-as-a-second-language students. About 1500 students are presently enrolled in ESL courses. The ESL group is composed largely of Puerto Ricans and Dominicans, although many other Latin American countries are represented.

Structure and Content

The ESL/bilingual program at Hostos is a four-level sequence of courses in written and spoken English and Reading, designed on a "transitional" model. The goal is to enable students to take progressively more courses taught in English until they can function totally in their second language by the end of two years. Most students who begin at the first level, however, require three to three and a half years to complete the sequence. The English program for ESL students with no English skills who are functioning at the lower elementary level begins with Basic ESL 1 and 2 plus Basic Reading,

followed by Intermediate ESL and Advanced ESL Reading. In the final two semesters of the sequence, students take specially designed courses of Basic Composition and Introduction to Composition I, and may take Reading in the Social Sciences and Reading in the Natural Sciences. Students who begin at the lowest level take all of their courses in Spanish, if necessary, and proceed to take more and more content courses in English as they progress. The goal, by the fourth semester, is to integrate students into an all- English program. Nevertheless, for those students who find it difficult to detach themselves completely from their native language, the College allows them to continue to take one course conducted in Spanish.

Hostos' largely homogeneous population makes it possible to make a clear distinction between students' level of cognitive ability and their proficiency in the English language, and to create a model which addresses both. The content and vocabulary of ESL courses are drawn from different academic disciplines reflecting another goal of the Hostos program -- to help students prepare for academic study in English and for the world of work.

The sequence of courses which students take who enter at each of the four stages of the program follows:

Course	Credits	Hours	Additional Courses
ESL 1314*	2	6	. ESL 1392 Basic ESL Conversation . SPA 2210 Pre-Comp work or course specified by the Language Dept. . A mathematics course specified by the Mathematics Department. . Physical Education (coached in English)

Course	Credits	Hours	Additional Courses
ESL 1318**	2	6	. ESL 1393 Basic ESL Reading II . SPA 2210 or course specified by the Language Dept. . MAT 1700 or course specified by the Mathematics Department.
ESL 1322***	2	6	. ESL 1394 Intermediate ESL Reading. . SPA 2210 or course specified by the Language Department. . MAT 1700 or course specified by the Mathematics Department. . Physical Education
ESL 1332****	2	6	. ESL 1395 Advanced ESL Reading . SPA 2210 or course specified by the Language Department . MAT 1700 or course specified by the Mathematics Department. . Physical Education

* Lower Elementary Level; all content courses may be taken in Spanish
** High Elementary Level; one content course must be taken in English
*** Intermediate Level; two content courses must be taken in English
**** Advanced Level; only one course may be taken in Spanish

Upon completion of this sequence, students take ENG 1300, Basic Composition, which offers 3 credits and meets 3 hours, and ENG 1396, Reading in the Social Sciences or ENG 1397, Reading in the Natural Sciences, each of which confers 1 credit and meets 3 hours. ENG 1300 is the "bridge" course between ESL and the English program for native speakers. At this stage, ESL students may also take a cultural course such as Puerto Rican Studies or the History of Latin America. While it is permissible at this stage for students to take one course in Spanish, it is strongly discouraged. The exit criteria for ENG 1300 is passage of the CUNY Writing Assessment Test. All students must then take ENG 1302, Introduction to Composition.

WRITING. ESL 1314, Basic ESL I, is designed to introduce students to the basic elements of American English. The course deals with sentence construction in speech and writing, use of the present tense of the verb to be, and the present continuous and simple future tenses of other verbs. Conversation and writing include commands, question-and-answer patterns, prepositional phrases of place and time, determiners, pronouns, simple word modification, and simple combination of sentences.

ESL 1318, Basic ESL II, stresses the construction of simple English sentences in speech and writing, use of the present, simple past and past continuous tenses of verbs. Sentences include past time expressions, frequency expressions, simple and compound prepositions, direct and indirect objects, adverbs, and question phrases. The simple sentence is refined and augmented.

ESL 1322, Intermediate ESL, deals with the present perfect and past perfect tenses, modal auxiliaries, comparative and superlative degrees in adjectives and adverbs and the phrase as a unit. The development of paragraphs and participation in classroom conversation exercises are stressed.

ESL 1332, Advanced ESL, reviews verbs and the use of prepositions and modifiers. The passive voice, the infinitive, the gerund, and clauses are introduced. Practice is given in developing the multi-paragraph essay, and students work on specific refinements of the sentence. Although conversation exercises are conducted in class, the focus is on the development of writing skills.

The skills of listening, speaking, and especially writing are emphasized in all courses described above. ESL students take

parallel courses in reading as corequisites.

READING. ESL 1392, Basic ESL Conversation, requires that students demonstrate the ability to use and understand spoken English through aural and oral practice of conversation patterns. Knowledge and application of the English sound system through oral reading and dictation are part of this course. In addition, the course includes the comprehension of the main idea and vocabulary through silent reading selections.

ESL 1393, Basic Reading in ESL, gives students intensive practice in oral reading skills. Students' work includes base/root words, functions or suffixes, prefixes, use of bilingual dictionaries, and following directions.

ESL 1394, Intermediate Reading in ESL, deals with intensive practice in oral as well as silent reading skills. Students are further encouraged to develop vocabulary using base/root words, prefixes and suffixes. They study rules of syllabication, the accent principle, use of context clues on a limited basis, continued dictionary usage, recognition of main idea in a paragraph, recognition of details, following the sequence of events in a paragraph, following directions, and recognizing the different types of main ideas (stated and unstated).

ESL 1395, Advanced Reading in ESL, deals with intensive practice in both oral and silent reading on higher level material. Students are introduced to the different types of comprehension skills, vocabulary through Greek/Latin roots, affixes, context clues, continued dictionary usage, recognition of main idea and details in a paragraph and study skills including preview and

survey. Students may be required to write as part of this reading course.

Placement

Upon entry, all students take a battery of tests to determine at which of the four levels of the sequence they should be initially placed. These include, in addition to the CUNY Writing and Reading Assessment Tests, an ESL in-house test consisting of three parts: objective grammar, guided composition, and free composition; a math test given in Spanish; and a Spanish writing test. The rationale for the Spanish test is to determine whether students are functional in their native language. The purpose of the ESL tests designed by ESL faculty is to determine how well students can manipulate and control the written English language. The test is geared to the college's four-level ESL sequence. Placement is determined when scores on two of the three parts fall within the same ESL level. In addition, on the first day of classes, students take the Comprehensive Test of Basic Skills (Levels 3 and 4) to ensure proper placement in ESL reading courses.

Until 1980, only the CUNY tests were used. The exams tended to separate those students who were ready for some advanced ESL level from those who were not. Finer discrimination of proficiency level is now being assessed with the use of the departmental ESL tests.

The ESL faculty routinely help students with change of program during the first two weeks of instruction whenever warranted, after consultation with the Coordinator of ESL and Reading.

Support Services

Taped material is available for listening comprehension in the Modern Languages Laboratory. Phonics units are available in the Reading Laboratory, as well as reading machines like scanners and tachistoscopes. ESL counselors help students with academic and personal advisement as well as career planning.

Faculty

In Fall 1980 there were 11 full-time faculty in ESL and six full-time faculty in ESL Reading. The number of adjuncts fluctuate from semester to semester, averaging 20 per semester.

Impact of the FSAP

Faculty feel that the CUNY tests require a tremendous amount of time and effort, and that under these circumstances it is virtually impossible to find time to test for finer discrimination of proficiency level and to conduct placement interviews. In addition, it is unrealistic, they claim, to expect students entering Hostos with no English, who are placed at the lowest level of the ESL program to be able to function as well as native speakers after two and a half years.

THE ESL PROGRAM AT KINGSBOROUGH COMMUNITY COLLEGE

Organization

ESL courses are offered at Kingsborough by the English Department both for regular ESL students and for those enrolled in the Institute for Bilingual Studies. The programs have similar curricula and are administered by a single coordinator, although course registration, hours, and credits differ.

Population

Approximately 4% of first-time matriculated freshmen registered at Kingsborough in Fall 1980 enrolled in at least one course designated for English-as-a-second-language students. There are approximately 200 students enrolled in the ESL Program and about 100 in the Bilingual Program. The population of the regular ESL Program is 53% Hispanic, 37% Haitian, and the remainder includes students with several different backgrounds. Students enrolled in the Bilingual Program are high school graduates from Puerto Rico and other Latin American countries.

The ESL Program

Structure and Content

Two ESL courses emphasizing reading and writing, ENG 07 and ENG 08, are offered at Kingsborough for students in the regular ESL Program. Upon completion of ENG 08, students take three or four courses in the English Department, depending on their

proficiency.

The two-course sequence is as follows:

Course	Credits	Hours	Additional Courses
ENG 07	0	4 (+6 lab)	. SPE 23, SPE 29, Art . Physical Education
ENG 08	0	4 (+2 lab)	. Math, if appropriate, . ENG 04*

*Students are required to take ENG 04, Analytical Reading, if they fail ENG 08.

Results of placement exams determine where a student will be placed in the sequence. Once enrolled, students may skip courses if recommended by the instructor. All students are required to take ENG 12, Freshman Composition, or its compensatory equivalent, ENG C2 (in special sections for ESL students). ENG 22, the second semester of Freshman Composition, is also required of all students.

ENG 07, Basic Language Skills for Students Learning English as a Second Language, consists of various activities designed to improve communication skills in English, emphasizing correctness in structure, grammar, and vocabulary. Required laboratory activities reinforce the skills introduced in the classroom and allow intensive, individualized practice under supervision.

ENG 08, Reading and Writing Skills Improvement for Students Learning English as a Second Language, consists of various activities designed to improve reading and writing skills, emphasizing correctness of structure, grammar, and vocabulary.

Upon completion of ENG 08, students are retested on the CUNY Writing and Reading Assessment Tests. If they receive a grade of

4 or below on the CUNY Writing Assessment Test, they are placed in ENG C1, the English Department's Basic Writing Skills course.

If students, upon completion of ENG 08, score between 6 and 8 on the CUNY Writing Assessment Test, they are placed in ENG C2, a compensatory section of ENG 12, Freshman Composition. Special sections of this course are set aside for ESL students.

Students who score 8 or better on the Writing Assessment Test upon completion of ENG 08 are placed in ENG 12, Freshman English, the first semester of required English. This is followed by ENG 22, Varieties of Expression, the second semester of required Freshman Composition.

ENG 04, Analytical Reading, may also be required for ESL students if, upon completion of ENG 08, they have not passed the CUNY Reading Assessment Test and are still deficient in college-level reading skills. A special section of this course is reserved for ESL students.

At registration, ESL faculty counsel students with pronunciation difficulties to enroll in appropriate speech courses. The Speech and Theatre Department offers two courses for ESL students. In SPE 23, Speech for Foreign Speaking Students, the formation of word pronunciation and the correct stress and rhythm in phrases and sentences are emphasized. Students practice conversation, reading aloud, and informal speech.

Special sections of SPE 29, Voice and Articulation, are open for ESL students. The course is designed for students with acceptable speech who wish to study the theory of voice production and the proper

formation of the sounds of speech as typified by American standard usage. Phonetic symbols and the mechanics of pitch, volume and quality are discussed. Assistance is given in overcoming minor speech and voice problems most commonly found in the New York City area.

Placement

When freshmen take the CUNY Assessment Tests they are required to fill out a questionnaire concerning their native language. The tests of students who do not claim English as their native language are then re-read by ESL faculty to screen students for placement in ESL or non-ESL courses. Tests of English language proficiency are given to potential ESL students. These are scored and evaluated by ESL specialists to determine placement in the appropriate ESL course.

At the end of each semester, students take the CUNY Writing and Reading Tests which, together with their instructors' evaluations, determine their placement for the following semester. Students may skip a course if their performance warrants.

Support Services

Tutors in the English Skills Lab, under the direction of a full-time faculty member, help ESL students with all language skills, but especially with reading and writing. Individualized or small group sessions are given depending upon the instructors' recommendations. Some dictation tapes are available in the Lab.

The Speech Laboratory provides tutors and taping equipment.

Faculty

All ESL faculty teach courses in both the regular ESL program and in the Bilingual Program. In Fall 1980, three full-time and four adjuncts taught all ESL courses. These do not include Speech Department faculty who teach all speech courses including those with ESL students registered.

Impact of the FSAP

Faculty regard the CUNY tests as generally useful and report that they have positively influenced their teaching. They are pleased that the tests have set standards which are independent of the individual instructor and his or her personal involvement with the student. However, some faculty believe that more than 4 classroom hours per week are needed to prepare ESL students. In addition, the time required for test-scoring and record-keeping raises the issue of the need for a better system of compensation.

Faculty also report that the tests have helped students understand issues concerning standards and requirements. Every student in the program knows that he or she must meet those standards before graduating from Kingsborough. While students fear the tests and feel frustrated when they do not reach a passing standard, they recognize the importance of having objective criteria used to measure their performance.

The Institute For Bilingual Studies

The Bilingual Program provides college-level instruction to about 100 additional high school graduates from Puerto Rico and Latin American countries who have a limited knowledge of English. Students must apply directly to the Institute and must meet the eligibility requirements for College Discovery. The course of study includes English as a Second Language, Puerto Rican history and culture, and a number of other liberal arts courses taught in Spanish and English.

The three-course ESL sequence in the Institute for Bilingual Studies is as follows:

Course	Credits	Hours	Additional Courses
ENG 15	2	6(+6 lab)	(among the following)
ENG 16	2	6(+6 lab)	. Basic Sociology . Psychology
ENG 17	2	6(+6 lab)	. History . Math . Science (taught in Spanish) . Spanish Language

Upon completion of ENG 17, students proceed to Freshman Composition. The CUNY Writing Assessment Test is given as part of the exit exam for ENG 17.

THE ESL PROGRAM AT LAGUARDIA COMMUNITY COLLEGE

Organization

All of the developmental skills programs, including credit-bearing ESL courses, are taught in the English Language Center under the administration of the Dean of Basic Skills. The credit-bearing ESL courses, referred to as FESL (Freshman ESL), are co-ordinated by a full-time faculty member with some released time. Students enrolled in this program are identified as LESA (Limited English Speaking Ability) students, those whom the college defines as needing ESL instruction. The English Language Center administers several other programs which are described under Special Programs.

Population

Approximately 19% of first-time matriculated freshmen registered at LaGuardia in Fall 1980 enrolled in at least one course designated for English-as-a-second-language students. About 700 students are enrolled in the Freshman ESL Program. Ninety percent of these are Hispanic. The other 10% are Greek, Oriental and Eastern European.

Structure and Content

The Freshman ESL Program is a four-level integrated language skills program. In addition to intensive practice in reading, writing, speaking, and listening, students in the first level may also take a math course in Spanish if this is their native language. At the second level, they have the option of taking Spanish along with ESL. At the third level, they may take two introductory

courses. At the fourth level, the majority of students take a cluster of 17 hours of classroom instruction per week including 8 hours of ESL, 3 hours of Basic Writing Workshop in the English Department, and the remainder in the Reading Department. An elective course option is open to students who do not require reading.

The sequence of ESL courses is as follows:

	Course	Credits	Hours	Additional Courses
ESL Workshop	ESL 096	1.5	7 (+2 lab)	Math in bilingual mode
ESL I	ESL 097	2.5	7 (+2 lab)	Math in bilingual mode or Spanish language
ESL II	ESL 098	2.5	6 (+2 lab)	Two introductory courses
ESL III	ESL 099	2.5	6 (+1 lab)	Cluster program

Results of the CUNY Writing Assessment Test determine placement in the sequence. Writing samples are administered in the first week to check placement and again at the end of the 10-week semester. Students may skip courses upon recommendation of a faculty committee. Upon completion of ESL 099, students proceed to ENG 099 and ENG 101, the required Freshman Composition courses in the English Department in order to complete the English requirements.

ESL 096, ESL Workshop, is designed for students who do not know any English or have only a minimum knowledge. They receive intensive practice in pronunciation, speaking, and listening as well as reading and writing. At the end of the course, students must show significant improvement in all of the skills, but especially in speaking and listening.

ESL 097, ESL I, is for students who have some knowledge of English. Its purpose is to develop proficiency in listening, speaking, reading, and writing for academic purposes, with careful attention given to pronunciation. Special attention is given to helping students recognize the similarities and differences between the spoken and written language. At the end of the course, students must demonstrate their overall proficiency in the use of the grammar and vocabulary covered during the course, especially in writing.

ESL 098, ESL II, introduces students to the intermediate-level grammatical structures of English for academic purposes. It provides practice in their use in all of the language skills. Conversational skills using idiomatic English are emphasized as well as the relationship between speaking and writing. At the end of the course students must demonstrate increased competency in writing as well as in speaking.

ESL 099, ESL III, introduces students to complex English grammatical structures and provides extensive writing, reading, and oral practice. Its primary purpose is to enable students to develop the ability to express their ideas in acceptable written and spoken English. Vocabulary development is emphasized and selected prose styles are examined. At the end of the course, students must demonstrate fluency in all of the language skills: speaking, listening, reading, and writing. Final compositions, which are read by both ESL and English Department faculty, determine whether students qualify for ENG 099, Basic Writing.

Placement

Starting in the Fall of 1978, the CUNY Assessment Tests have been used for placement. Information on the test forms is used to determine if students might be non-native speakers of English. The tests are read by ESL faculty. ESL students are placed according to English language ability and proceed through the sequence until they complete ESL 099. At that point they are tested again to determine if they need additional help in reading and writing.

Students write a composition and their oral skills are analyzed during the first few sessions. Instructors send their recommendations to the ESL Coordinator if students appear to have been misplaced. The Coordinator comes to a decision after talking to the student. Adjustments are made when warranted. At the end of the ten-week semester, students are given a writing task which is read by a committee of ESL faculty to determine whether they will proceed to the next level.

Support Services

When students report for their first quarter registration appointment, they meet with counselors to review their placement tests scores and plan their program. Extensive counseling is available to help students make academic, vocational and personal decisions.

The ESL Laboratory provides help in all four language skills. Guided independent study is supervised by tutors who are trained graduate students with majors in English, Reading, and ESL. In addition, a full-time college laboratory technician with an M.A.

in ESL was added in 1979. The student-tutor ratio is about 6 to 1. A detailed record is maintained for each student.

Special Programs

The English Language Center also provides non-credit instruction in English for recent immigrants, foreign students, and non-English speaking community residents on either a part-time or full-time basis. The Daily Intensive Program (DIP) is a full-time program for foreign students which prepares them to receive the Immigration Form for full-time status. Approximately 180 students are presently enrolled in this program, half of whom are Chinese. The part-time courses offered in afternoon, evening, and Saturday programs are non-intensive 10-week programs for people wishing to improve their English use for occupational or personal reasons. Both are supported by tuition fees. Generally 700 to 800 students enroll in the part-time program. Of these, the majority are Hispanic, but many other nationalities are represented.

The College also administers two bilingual programs for students who are proficient in both Spanish and English and who have either completed ESL instruction or are qualified for direct entry into Freshman English. These are the Bilingual Education Associates program which prepares teachers in Spanish and English, and the Bilingual Secretarial Science program. To qualify, students must demonstrate proficiency in both languages. About 100 students are enrolled in each of these programs.

Faculty

In Fall 1980, there were 8 full-time and 45 part-time ESL faculty teaching in the Freshman ESL program. An additional 42 adjuncts teach in non-credit ESL programs. The English Language Center provides all adjuncts in the credit programs with a copy of an orientation manual which contains pertinent information about the College, the ESL program, and also offers instructional suggestions. In addition, one to three professional development workshops are conducted each quarter. Adjuncts are encouraged to attend and to make presentations at these workshops, which are oriented towards pedagogy and what goes on in the classroom.

Impact of the FSAP

Since the College was using compositions for placement before the implementation of the FSAP, faculty believe that the only change that has occurred is that more writing is now required by students in all courses.

THE ESL PROGRAM AT NEW YORK CITY TECHNICAL COLLEGE

Organization

The Developmental English (ESL) Program, introduced as an experiment authorized by the Dean of Faculty in 1977, is part of the Department of Developmental Skills in the Division of Liberal Arts and Sciences. A Developmental English (ESL) coordinator reports directly to the Chairperson of the Department of Developmental Skills. A curriculum modification proposal is currently under consideration by the Curriculum Committee of the College Council.

Population

Approximately 7% of first-time matriculated freshmen registered at New York City Technical College in Fall 1980 enrolled in at least one course designated for English-as-a-second-language students. It is estimated that, of the approximately 400 students in the program, one third are Hispanic, one third are Asian, and the remaining one-third are Haitian, Russian, Greek and Eastern European.

Structure and Content

The Developmental English (ESL) Program integrates English language skills in a three-semester sequence of courses. In addition to intensive language skills courses, students enrolled in Level One may take up to 3 credits in courses such as physical education, music, art, speech, Spanish or French. Credit-bearing

speech courses are offered in conjunction with Developmental English courses at the second and third levels. At Level Two, students may take 6 hours of credit-bearing courses, and at Level Three, they must take 9 or more hours of credit-bearing courses. They may also be assigned to a speech course (WS301.2 Accent Correction) offered by the Department of Writing and Speech specifically designed for ESL students. The sequence of courses is as follows:

	Course	Credits	Hours	Additional Courses
Level One	DE 101	0	6	Physical education, music, art, language (at least 3 credits), speech.
	DE 102	0	3	
	DE 103	0	3	
Level Two	DE 201	0	6	At least 6 hours of credit-bearing courses which may include speech.
	DE 202	0	3	
Level Three	DE 301	0	6	9 or more hours of credit-bearing courses.

Results of in-house placement exams determine where students will be placed in the ESL sequence, and uniform exams determine progress from level to level. Students placed in Level One take the three DE 100-level courses concurrently. Upon completion of these courses, they move into the 9-hour concurrent unit for the intermediate English language student, DE 201 and DE 202. These two sequences along with the third level 6-hour advanced reading and writing course (DE 301) which follows are comparable to the

Department's developmental skills program in reading and writing for native students. Upon passing the CUNY Writing Assessment test, which is now the final exam for DE 301, students proceed directly to Freshman Composition to complete their English requirements.

Level One is a 12-hour concurrent program of three courses for the beginning English language student. DE 101, Basic Sounds and Structures of English, provides an introduction to fundamental grammatical structures. The course follows a structural syllabus which includes the four language skills. Oral comprehension, correct speaking, and controlled writing focusing on correct grammar are emphasized. Small-group practice is stressed in this course. DE 102, Basic Reading and Writing Skills, affords the student an opportunity to recognize in reading and to produce in writing the sounds and structures learned in DE 101. DE 103, Applied Sounds and Structures, deals with activities in pronunciation. Stress and intonation practice provide reinforcement of newly acquired sounds and structures in English.

Level Two consists of a 9-hour concurrent unit for the intermediate English language student. DE 201, Intermediate Sounds and Structures of English, continues the study of English structures begun in Level I. DE 202, Intermediate Reading and Writing Skills, affords students the opportunity to read critically and write coherently within the confines of their expanding linguistic competence.

Level Three is a 6-hour program of Advanced Reading and Writing Skills. Additional laboratory instruction is available for students who are at this level. In DE 301, students read college freshman-level material critically and produce well-organized and coherent

written themes on academically-oriented subjects. The CUNY Writing Assessment Test forms part of the exit requirements of this course.

Placement

Placement into ESL courses is based on performance on the CUNY Reading and Writing Tests as well as a departmental test which includes grammar, verb, and sentence writing items.

Students who score lower than 8 on the Writing Assessment Test and who have been in the United States for seven years or less (except those who come from an English background) are referred to the Developmental English unit. Students who show a foreign background, as determined from the information on the CUNY Writing Test, take the Departmental test for placement in ESL courses. The test includes multiple-choice, verbs, fill-ins, sentence writing and other questions in accordance with the syllabus used in each level of the DE (ESL) sequence. Suggestions for speech courses are made at this time. Students are sent to faculty in the Speech Department for evaluation and registration in the appropriate course.

Students may request a retest. When warranted, another test is administered under the supervision of the Testing Director, Writing Task Force, or DE Coordinator. An extensive filing system is kept for all DE students and a progress report is prepared every semester.

Support Services

Bilingual (Spanish/English) counselors help students with career planning, academic preparation and personal advisement.

The DE Laboratory is open to a limited number of DE 301 students who wish to supplement their regular course work as resources allow. The highest priority is given to students in Level Three in order to prepare them for the CUNY Writing Assessment Test. Exercises include revision of composition, paragraph reconstruction, and short essay exams.

Faculty

In Spring 1981, there were three full-time faculty and 12 adjuncts who taught all Developmental English courses for ESL students.

Impact of the FSAP

The Developmental English (ESL) faculty and the faculty in the Department of Writing and Speech at NYCTC are united in their support of the FSAP as appropriate and legitimate tests of minimum competency. The faculty believe that if a student does not demonstrate minimum competency as shown by his/her performance in the tests, the student needs and is entitled to remediation or ESL instruction. After the student has been placed in the appropriate courses, achievement of minimum competency measured by equivalent tests should be used for exit from remediation or ESL.

Teachers report that, in general, students have been realistic and mature in their acceptance of the tests, the results, and subsequent placement in ESL courses that carry no credit. (Upon entering DE 301, Level III of the ESL sequence, the CUNY Writing Skills Assessment Test is explained to them. Standards and imple-

mentation of the test are fully discussed.) The test is part of the exit requirements for DE 301. Student attendance and effort is reported to have increased since the implementation of the Assessment Tests.

THE ESL PROGRAM AT QUEENSBOROUGH COMMUNITY COLLEGE

Organization

The ESL Program at Queensborough Community College is part of two departments: the Department of Basic Educational Skills (BES), which also contains the remedial reading and writing programs for native language students, and the English Department. The ESL co-ordinators report to the chairperson of their respective departments. After completing ESL Program requirements in BES, students move on to a three-semester ESL writing sequence in the English Department. In addition, the Department of Speech Communication and Theatre Arts offers a speech improvement course designed for foreign and bilingual students who have problems with spoken English.

Population

Approximately 2% of first-time matriculated freshmen at Queensborough Community College in Fall 1980 enrolled in at least one course designated for English-as-a-second-language students. About 300 students are enrolled in the program. Faculty estimate the language background of the students to be 50% Spanish-speaking and 25% French-speaking, with the remainder speaking Chinese, Greek, Korean, and other languages.

Structure and Content

The ESL Program is in the Department of Basic Educational Skills (BES). It consists of a two-course writing and a two-course reading sequence, which are normally taken concurrently.

Upon completion of the BES program, students move into a three-course sequence in writing in the English Department. A special speech course for foreign and bilingual students is also offered in the Speech Department. The remainder of students' programs is determined individually by ESL faculty in conjunction with faculty from the academic discipline. The structure of courses is as follows:

Two-course sequence in BES

	Course	Credits	Hours	Additional Courses
Writing	BE 114	0	3 (+1 conf)	Remainder of program is determined in individual consultation with ESL faculty and academic faculty.
	BE 115	0	3 (+1 conf)	
Reading	BE 125	0	3	
	BE 126	0	3	

Three-course sequence in English Department

Writing	EN 180	2	3 (+1 conf)
	EN 181	2	3 (+1 conf)
	EN 182	2	3 (+1 conf)

Speech Department

SP 03	0	2 (+1 conf)

WRITING. BE 114, Development of Composition for Students of English as a Second Language, provides students with a foundation in the basic structure of the English language through intensive instruction and drill in the relationship between spoken and written English and in the fundamentals of grammar, usage, sentence structure, and paragraph development.

BE 115, Composition Workshop for Students of English as a Second Language, is designed for students who have had some experience in English composition but who still require remedial work before taking content area courses. The objective of the course is to provide concentrated instruction in grammar, usage, and rhetoric. Emphasis is placed on the organization and development of skills necessary for expository essay writing.

READING. BE 125, Basic Reading Skills for Students of English as a Second Language, is designed for students in need of intensive instruction in fundamental reading and communication skills. Emphasis in this course is placed on developing skills in the following areas: word recognition, idiomatic usage, listening and literal comprehension. Skills taught include phonics and pronunciation, word structure analysis, dictionary use, language patterns in reading, following directions, and basic note-taking from oral presentations.

BE 126, College Reading and Study Skills for Students of English as a Second Language, focuses on developing fluency, patterns of organization in text-type material, vocabulary in context, note-taking, test-taking, library and reference techniques, and English idioms.

Upon completion of writing courses in the ESL Program, students are required to fulfill Queensborough's English composition requirements by taking further writing courses in the English Department. The Department has created a three-semester English composition sequence for ESL students equivalent to the two-semester composition sequence for native speakers.

EN 180, English Composition I for ESL Students, reviews the fundamentals of English and moves on to essay writing on topics related to the cultural background of ESL students and to American culture. Frequent writing, reading, and oral/aural exercises are intended to help students acquire fluency.

EN 181, English Composition II for ESL Students, includes practice in reading comprehension, vocabulary building, and oral skills development. Poetry, plays, and short fiction are presented to introduce the techniques of literary analysis. The basic techniques of research-paper writing are also introduced.

EN 182, English Composition III for ESL Students, begins work in reading and analyzing more advanced stories, novels, poetry, and plays. Short critical papers based on readings are required in this course. The writing of a research paper is also required.

SPEECH. The Department of Speech Communication and Theatre Arts offers a speech improvement course designed for foreign and bilingual students who have problems with spoken English. SP 03, Speech for the Foreign and Bilingual Student, emphasizes rhythm, stress, intonation, individual sounds of English, and sounds in connected speech. Opportunity for individual practice and assistance is provided.

A proposal to change the speech course offering for ESL students is under discussion at the College.

Placement

Starting in Fall 1981, students will be placed in the ESL Program on the basis of results of the CUNY Writing Assessment

Test. Essays that show signs of second-language interference will be reread by ESL readers who will place students in the appropriate course in the ESL sequence based on Queensborough's criteria for their courses. On the average, about 30% of incoming ESL freshmen are placed in the lower-level course, BE 114, and 70% are placed in the upper-level course, BE 115. (Virtually all incoming freshmen classified as ESL are placed in the BES Program and later move into the English Department sequence.)

After it has been determined that students belong in the ESL Program, their reading scores are examined to determine into which of the two reading courses they should be placed.

Support Services

ESL students in the remedial reading courses BE 125 and BE 126 are required to spend one hour per week in the Reading Skills Laboratory. They are also encouraged by instructors to work in the Lab on individual assignments. The Writing Skills Laboratory provides both individual and small-group tutoring.

The facilities of the Speech and Hearing Laboratory provide modern acoustic instrumentation for evaluation, recording, playback, and practice.

Faculty

In Fall 1980, ten full-time members taught in the BES ESL program; five in reading and five in writing. Three full-time English Department faculty members and one adjunct taught EN 180 which was offered for the first time in Fall 1980.

Impact of the FSAP

The Dean of Academic Affairs notes that since the CUNY tests have not been part of the placement procedure at Queensborough, there is no way to assess what, if any, impact the tests have had on courses, instruction, or program development. However, he notes that faculty at Queensborough agree that the implementation of a university-wide measure of minimum competency has been beneficial.

TABLES

1. ESL Program Chart: Senior Colleges

2. ESL Program Chart: Community Colleges

3. Departmental Organization Related to ESL Offerings

4. ESL Courses (or Sections) in Which the WAT is Administered at the End of the Course

5. Tests Administered for Placement in ESL Courses

6. Support Services

Table 1

ESL PROGRAM CHART
SENIOR COLLEGES

COLLEGE	COURSE TITLE	CREDITS	HOURS	UPON COMPLETION OF ESL PROGRAM	PROGRAM STRUCTURE
Baruch					
	*Writing				
	ENG 2000	2	4	Upon completion of the sequence, students must pass the WAT to enter ENG 2150, the second semester of Freshman Composition.	Courses are offered in three separate departments: English, Compensatory Programs and Speech. The courses are not necessarily corequisite. English courses are separate ESL sections of regular remedial courses.
	ENG 2050	2	4		
	Reading				
	CED 0008	0	4		
	CED 0085	0	4		
	or				
	CED 0018	0	3		
	Speech				
	SPE 1001	2	3		
	SPE 1002	2	3		

*The titles of these courses will be changed, and upper and lower sections created in Fall 1981.

COLLEGE	COURSE TITLE	CREDITS	HOURS	UPON COMPLETION OF ESL PROGRAM	PROGRAM STRUCTURE
Brooklyn					
	*Writing				
	ESL 0.11	0	10	Upon completion of the writing sequence students must pass the WAT to enter ENG 1 and ENG 2 (Freshman Composition).	ESL Program is in the Department of Educational Services, which offers three separate sequences of courses in writing, reading and speech which are not necessarily corequisite.
	ESL 0.11	0	10		
	ESL 0.12	0	5		
	ESL 0.12	0	5		
	ESL 1.01	1	5		
	ESL 1.02	2	5		
	Reading				
	ESL 0.2	0	5		
	ESL 0.2	0	5		
	ESL 1.3	1	6		
	ESL 1.4	1	6		
	Speech				
	ESL 1.5	1	3		
	ESL 1.6	1	3		
	SPE 3.2	3	5		

-96-

Senior Colleges

COLLEGE	COURSE TITLE	CREDITS	HOURS	UPON COMPLETION OF ESL PROGRAM	PROGRAM STRUCTURE
City					
	Level One				
	ESL 10	2	9	Upon completion of ESL sequence, students take ENG 110, Freshman Composition. Those who pass ESL 30 but need further instruction in writing may be required to take ESL 31, second semester of Basic Composition for Non-native Speakers (2 crs., 6 hrs.).	The ESL program is an integrated language skills program, made up of a three-semester sequence of corequisite courses with an optional fourth semester for students who require it. Faculty are drawn from several different departments. Once enrolled, students may skip courses if recommended.
	ESL 11	1	3		
	Level Two				
	ESL 20	2	6		
	ESL 21	2	4		
	ESL 22	1	3		
	Level Three				
	ESL 30	2	6		
	SPE 111	3	3		
	or				
	SPE 3.8 (SEEK)	3	4		

Senior Colleges

COLLEGE	COURSE TITLE	CREDITS	HOURS	UPON COMPLETION OF ESL PROGRAM	PROGRAM STRUCTURE
Hunter					
	English Department Program				
	ENG 17.003	3	6	Upon completion of the sequence, students must pass the WAT to enter ENG 17.120, Freshman Composition.	The ESL Program for non-SEEK students at Hunter College is offered in the English Department. It is a three level developmental sequence.
	ENG 17.004	3	6		
	ENG 17.005	3	3		
	SEEK Program				
	ACSK 030	3	6	Upon completion of the sequence, students must pass the WAT to enter ENG 17.120, Freshman Composition.	The SEEK ESL Program is offered in the Department of Academic Skills. It is a three level sequence of writing courses.
	ACSK 031	3	6		
	ACSK 032	3	6		

COLLEGE	COURSE TITLE	CREDITS	HOURS	UPON COMPLETION OF ESL PROGRAM	PROGRAM STRUCTURE
John Jay					
	English Department Program				
	ENG 011	3	3	Upon completion of ENG 099, students must pass the WAT to enter ENG 101, Freshman Composition.	The English Department ESL Program consists of a two-level sequence of courses followed by a single special ESL section of remedial writing.
	ENG 012	3	3		
	ENG 099	1	3		
	SEEK Program				
	ESL 091	2	4	Upon completion of ENG 094, students must pass the WAT to enter ENG 095, the SEEK equivalent of Freshman Composition.	The SEEK ESL Program parallels the English Department ESL Program.
	ESL 092	2	4		
	ENG 093-	2	4		
	ENG 094	2	4		

COLLEGE	COURSE TITLE	CREDITS	HOURS	UPON COMPLETION OF ESL PROGRAM	PROGRAM STRUCTURE
Lehman					
	Department of Academic Skills				
	ESL 022	3	8	Upon completion of the sequence, students move into ESL sections of the upper-level remedial writing course and must pass the WAT to move into ENG 090 and ENG 102, Freshman Composition.	The ESL Program in the Department of Academic Skills consists of a four-semester sequence of integrated courses covering writing, listening, reading, and speaking.
	ESL 023	3	8		
	ESL 024	2	6		
	ESL 025	2	6		
	The Bilingual Program				
	Level One				
	BIL 032	2	5	Upon completion of the Bilingual Sequence, students' ACS/ESL level will be determined by in-house placement tests. Its graduates usually place into the third level of the ACS/ESL sequence.	The Bilingual Program is a two-year program in English and Spanish administered by the Department of Puerto Rican Studies. It provides a four-semester sequence of courses in ESL instruction.
	BIL 036	2	3		
	Level Two				
	BIL 033	2	5		
	BIL 037	2	3		
	Level Three				
	BIL 034	2	5		
	BIL 038	2	3		
	Level Four				
	BIL 035	2	5		
	BIL 039	2	3		

COLLEGE	COURSE TITLE	CREDITS	HOURS	UPON COMPLETION OF ESL PROGRAM	PROGRAM STRUCTURE
Queens					
	CESL Program				
	Level One				
	CESL 21	1	4 (+1 conf)	Upon completion of the intensive program, as judged by the instructor and by performance on the CUNY Writing and Reading Assessment Tests, students proceed either to CESL 30, to ENG 01, Basic Writing, or to ENG 1, Freshman Composition.	The Program of College English as a Second Language (CESL) functions in the School of Continuing Education. It offers several levels of courses covering skills of writing, reading, and oral communications, taken concurrently.
	CESL R22	1	4 (+1 conf)		
	CESL 100	1	4 (+1 conf)		
	Level Two				
	CESL 30	2	4 (+1 conf)		
	CESL R31	2	4 (+1 conf)		
	or				
	CESL R32	2	4 (+1 conf)		
	or				
	CESL R33	2	4		
	The SEEK Program				
	ENG 001	0	4	Upon completion of SEEK sequence, students will have met the College's requirement for ENG 1 and then they proceed to ENG 6, English Composition II.	The SEEK ESL Program is in the Department of Special Programs. It parallels the non-SEEK writing program. A two-semester ESL sequence is followed by two semesters of SEEK regular writing courses.
	ENG 100	2	4		
	ENG 101	3	4		
	ENG 102	3	4		

COSI Senior Colleges

COLLEGE	COURSE TITLE	CREDITS	HOURS	UPON COMPLETION OF ESL PROGRAM	PROGRAM STRUCTURE
Staten Island					
	Writing				
	ENG 007	2	4	Upon completion of writing sequence, students must pass the WAT to enter ENG 111, Freshman Composition	ESL Program is in the English Department. Sequences of courses in writing, reading, and speech are offered. They are not necessarily corequisite.
	ENG 008	2	4		
	ENG 037	2	4		
	Reading				
	ENG 009	2	4		
	ENG 010	2	4		
	ENG 039	2	4		
	Speech				
	ENG 005	1	2		
	ENG 006	1	2		

COLLEGE	COURSE TITLE	CREDITS	HOURS	UPON COMPLETION OF ESL PROGRAM	PROGRAM STRUCTURE
York					
	Intensive Sequence				
	Level One				
	COM 111	6	3 (+6 lab)	Upon completion of either sequence, students are required to take further courses in writing in the English Department: the remedial writing courses for native speakers, ENG 100 and ENG 115, and Freshman Composition, ENG 120. Passing the WAT is exit criteris for ENG 115.	The ESL Program, (called the Communications Sequence) is part of the Department of Foreign Languages. There are two equivalent sequences: a two-semester intensive sequence, and a three-course sequence for those with more advanced skills. The intensive sequence has co-requisite reading courses.
	RDG-ESL 100	1	4		
	Level Two				
	COM 112	6	3 (+6 lab)		
	RDG-ESL 101	1	4		

	Three-Semester Sequence				
	COM 101	1	4 (+1 lab)		
	COM 102	1	4 (+1 lab)		
	COM 103	1	4 (+1 lab)		

Table 2

ESL PROGRAM CHART
COMMUNITY COLLEGES

COLLEGE	COURSE TITLE	CREDITS	HOURS	UPON COMPLETION OF ESL PROGRAM	PROGRAM STRUCTURE
Borough of Manhattan					
	ESL 060	0	6	Upon completion of ESL courses, students who pass the WAT take ENG 100, Freshman Composition I, and ENG 115 Freshman Composition II, to fulfill the College's writing requirements.	The ESL Program is in the Department of Developmental Skills. The five-level sequence of courses integrate reading, writing, listening and speaking.
	ESL 061	0	6		
	ESL 062	0	6		
	ESL 083	3	6		
	ESL 084 or ENG 090	3	6 3		

Community Colleges

COLLEGE	COURSE TITLE	CREDITS	HOURS	UPON COMPLETION OF ESL PROGRAM	PROGRAM STRUCTURE
Bronx					
	ESL 01	0	8	Upon completion of the ESL sequence, students are retested on the WAT and placed in one of the following courses in the English Department: ENG 01 (first level remedial), ENG 02 (second level remedial), or ENG 13, Freshman Composition. Students must pass the WAT in order to enter Freshman Composition.	The ESL Program in the Department of Special Educational Services is a three-level integrated language skills program with a major emphasis on writing.
	ESL 02	0	6		
	ESL 11	3	6		

COLLEGE	COURSE TITLE	CREDITS	HOURS	UPON COMPLETION OF ESL PROGRAM	PROGRAM STRUCTURE
Hostos					
	Level One				
	ESL 1314	2	6	Upon completion of the sequence, students take ENG 1300, Basic Composition, and then either ENG 1396 or ENG 1397. The WAT is required for entry into ENG 1302, Introduction to Composition.	The ESL/Bilingual Program at Hostos is a four-level developmental sequence of courses in written and spoken English and in Reading, housed in the English Department. The total program, including corequisite speech courses, introductory courses in academic subjects and Spanish language, is designed on a transitional model, the goal of which is to enable students to function totally in their second language by the end of two years.
	ESL 1392	0.5	4.5		
	Level Two				
	ESL 1318	2	6		
	ESL 1393	0.5	3		
	Level Three				
	ESL 1322	2	6		
	ESL 1394	0.5	3		
	Level Four				
	ESL 1332	2	6		
	ESL 1395	1.5	3		

COLLEGE	COURSE TITLE	CREDITS	HOURS	UPON COMPLETION OF ESL PROGRAM	PROGRAM STRUCTURE
Kingsborough					
Regular ESL Program					
	ENG 07	0	4 (+6 lab)	Upon completion of the ESL sequence, students take either ENG 12, Freshman Composition, or its compensatory equivalent, ENG C2 (in special sections for ESL students), depending on their performance on the WAT. This is followed by ENG 22, the second semester of required Freshman Composition. All students must pass the WAT before taking ENG 22.	Two ESL courses emphasizing reading and writing are offered in the English Department for students in the regular ESL Program. ENG 04, Analytical Reading, may also be required for ESL students upon completion of ENG 08 if they have not passed the Reading Assessment Test. Special sections of SPE 29, Voice and Articulation, are also open to ESL students.
	ENG 08	0	4 (+2 lab)		
	ENG 04	0	3		
Bilingual Studies Program					
	ENG 15	2	6 (+6 lab)	Upon completion of ENG 17, students proceed to Freshman Composition. The WAT is given as part of the exit exam for ENG 17.	The Institute for Bilingual Studies provides college-level instruction to high school graduates from Puerto Rico and Latin American countries, who have a limited knowledge of English. The course of study includes a three-course ESL sequence in the English Department, Puerto Rican history and culture, and a number of other liberal arts courses taught in Spanish and English.
	ENG 16	2	6 (+6 lab)		
	ENG 17	2	6 (+6 lab)		

COLLEGE	COURSE TITLE	CREDITS	HOURS	UPON COMPLETION OF ESL PROGRAM	PROGRAM STRUCTURE
LaGuardia					
	ESL 096	1.5	7 (+2 lab)	Upon completion of ESL 099, students proceed to ENG 099 and ENG 101, the required Freshman Composition courses in the English Department.	The Freshman ESL Program (FESL) is a four-level integrated language skills program taught in the English Language Center, Divison of Continuing Education, under the administration of the Dean of Basic Skills.
	ESL 097	2.5	7 (+2 lab)		
	ESL 098	2.5	6 (+2 lab)		
	ESL 099	2.5	6 (+1 lab)		

COLLEGE	COURSE TITLE	CREDITS	HOURS	UPON COMPLETION OF ESL PROGRAM	PROGRAM STRUCTURE
Medgar Evers					
	ESL 003	0	6 (inc. 3 lab)	Upon completion of the ESL or ESD Program in the Department of Special Programs, students move into ENG 100, ENG 150, the regular freshman English Program in the Humanities Department. The WAT is exit requirement for ESL/ESD 004.	The ESL/ESD Program in the Department of Special Programs, is a two-level sequence of intensive courses integrating all language skills. The ESD (English as a Standard Dialect) sequence parallels the ESL sequence.
	ESL 004	4	6 (inc. 3 lab)		
	ESD 003	0	6 (inc. 3 lab)		
	ESD 004	4	6 (inc. 3 lab)		

COLLEGE	COURSE TITLE	CREDITS	HOURS	UPON COMPLETION OF ESL PROGRAM	PROGRAM STRUCTURE
New York City Technical					
	Level One				
	DE 101	0	6	Upon passing the WAT, which is the DE 301 final, students proceed to WS 101 and WS 121, required Freshman Composition courses in the Department of Writing and Speech.	The Developmental English (ESL) Program is in the Department of Developmental Skills. It offers a three-level sequence of corequisite ESL courses in writing, reading, and speech.
	DE 102	0	3		
	DE 103	0	3		
	Level Two				
	DE 201	0	6		
	DE 202	0	3		
	Level Three				
	DE 301	0	6		

COLLEGE	COURSE TITLE	CREDITS	HOURS	UPON COMPLETION OF ESL PROGRAM	PROGRAM STRUCTURE
Queensborough					
	Two-course sequence in BES				
	Writing				
	BE 114	0	3 (+1 conf.)	Upon completion of the ESL writing courses in BES, students are required to fulfill Queensborough's English composition requirements by taking further writing courses in the English Department. The Department has created a three-semester English composition sequence for ESL students equivalent to the two-semester composition sequence for native speakers.	The ESL Program in the Department of Basic Educational Skills (BES) offers a two-course writing and two-course reading sequence, which are normally taken concurrently, followed by a three-course sequence in writing in the English Department. A special speech course for foreign and bilingual students is also offered in the Speech Department.
	BE 115	0	3 (+1 conf.)		
	Reading				
	BE 125	0	3		
	BE 126	0	3		
	Three-course sequence in English Department				
	Writing				
	EN 180	2	3 (+1 conf.)		
	EN 181	2	3 (+1 conf.)		
	EN 182	2	3 (+1 conf.)		
	Speech Department				
	SP 03	0	2 (+1 conf.)		

TABLE 3

Departmental Organization Related to ESL Course Offerings

Senior Colleges	Person in Charge	Department	Immediate Supervisor
Baruch	ESL Coordinator[a]	Compensatory Programs	Chairperson
		Speech	Chairperson
		English	Chairperson
Brooklyn	ESL Director	Educational Services	Chairperson
City	ESL Director and Policy Committee	Several Departments	Dean of General Education and Guidan
Hunter	ESL Coordinator	English	Coordinator, Developmental English Program
	ESL Coordinator	Academic Skills (SEEK)	Chairperson, Academic Skills
John Jay	_____[b]	English	_____
		SEEK	
Lehman	ESL Coordinator	Academic Skills	Chairperson
	ESL Coordinator/ Bilingual Program	Puerto Rican Studies	Director, Bilingual Program
Queens	CESL Program Director	Continuing Education	Dean of General Studies and Continuing Ed.
	ESL SEEK Coordinator	SEEK	Chairperson
Staten Island	ESL Coordinator	English, Speech & World Literature	Chairperson
York	ESL Coordinator	Foreign Languages	Chairperson

a. Position not yet filled.
b. There is no separate ESL program at this college.

TABLE 3

Departmental Organization Related to
ESL Course Offerings

Community Colleges	Person in Charge	Department	Immediate Supervisor
Borough of Manhattan	ESL Coordinator	Developmental Skills	Chairperson
Bronx	ESL Coordinator	Special Educational Services	Chairperson
Hostos	ESL Coordinator Reading Coordinator	English English	Chairperson Chairperson
Kingsborough	ESL Coordinator	English	Chairperson
LaGuardia	ESL Coordinator	Continuing Education	Director, English Language Center
Medgar Evers	ESL/ESD Director	Special Programs	Assoc. Dean of Academic Affairs
New York City Technical	Developmental English (ESL) Coordinator	Developmental Skills	Chairperson
Queensborough	ESL Coordinator	Basic Educational Skills	Chairperson
	ESL Coordinator	English	Chairperson

TABLE 4. ESL Courses (or Sections) in Which the WAT is Administered at the End of the Course[a]

Senior Colleges	
Baruch	ENG 2050, Remedial Writing (ESL section)
Brooklyn	ESL 1.02, Upper Level ESL
City	_____[b]
Hunter	ENG 17.005, English for Bilingual Students III
John Jay	ENG 099, Elements of Writing (ESL section)
Lehman	_____[b]
Queens	CESL 21, Fundamentals of Writing I[b] CELS 30, Fundamentals of Writing II
Staten Island	ENG 037, ESL Writing III
York	_____[b]
Community Colleges	
Borough of Manhattan	ESL 084, Intensive Writing for ESL Students
Bronx	ESL 11, Advanced ESL[b]
Hostos	_____[b]
Kingsborough	ENG 08, Reading and Writing Skills Improvement for ESL Students
LaGuardia	_____
Medgar Evers	ESL/ESD 004, Language Arts II
New York City Technical	DE 301, ESL Level III
Queensborough	_____[b]

a The way in which the WAT is used varies from program to program. Some colleges require it as part of the exit criteria; others assign the essay, but use it primarily for program placement.

b In these colleges the WAT is used as part of the exit criteria for the upper level regular remedial writing course.

Table 5

Tests Administered for Placement in ESL Courses

Senior Colleges	1977	1978	1979	1980
Baruch	?	WAT RSAT Departmental Reading Test	WAT RSAT Departmental Reading Test	WAT RSAT Writing Sample Personal Interview
Brooklyn	Brooklyn College Proficiency Test for Second Language Learners	WAT RSAT	WAT RSAT	WAT RSAT
City	Michigan Aural Comprehension Test Essay Test	WAT RSAT Michigan Aural Comprehension Test	WAT RSAT Michigan Aural Comprehension Test	WAT RSAT Writing Sample Aural Comprehension Test
John Jay	?	WAT RSAT	WAT RSAT	WAT RSAT In-class essay Short-answer test
Lehman	Departmental Test Nelson-Denny Essay Test	WAT RSAT Departmental Test	WAT RSAT Deaprtmental Test	WAT[a] RSAT
Queens	Michigan Test of English Language Proficiency Essay Test	WAT RSAT	WAT RSAT	WAT RSAT
Staten Island	Departmental ESL Test Personal Interview	WAT RSAT Departmental ESL Test Personal Interview	WAT RSAT Departmental ESL Test Personal Interview	WAT RSAT Personal Interview In-class essay
York	Departmental Test	WAT RSAT Departmental Test	WAT RSAT Departmental Test	WAT RSAT Personal Interview Additional Tests in English Grammar

[a] Beginning Fall 1981, placement will also increasingly be based on a new battery of ESL tests, including a dictation test, cloze test, and an essay test scored holistically on a new ESL-specific scale.

Tests Administered for Placement in ESL Courses

Community Colleges	1977	1978	1979	1980
Borough of Manhattan	Cooperative English Test 250 Word Essay	WAT RSAT	WAT RSAT	WAT RSAT in-class essay Marano Passive Grammar John Oral Test Cloze Test
Bronx	Departmental Writing Test Michigan Form A Nelson Denny Reading Test Form A or B	WAT RSAT Michigan Form A	WAT RSAT Michigan Form A	WAT RSAT Michigan Form A
Hostos	CAT Level 4[b] Three-part Departmental Test	CAT Level 4	WAT RSAT	WAT RSAT Three-part departmental test Spanish Writing Test Math Test, given in Spanish Reading: Comprehensive Test of Basic Skills (Levels 3 and 4)
Kingsborough	Davis Test KCC Reading Comprehension Test Writing Sample	WAT RSAT Davis Test	WAT RSAT Davis Test	WAT RSAT Test of English Language Proficiency
LaGuardia	Writing Sample CAT	WAT RSAT	WAT RSAT	WAT RSAT In-class essay
Medgar Evers	CAT Cloze Test	CAT Cloze Test	WAT RSAT Cloze Test	WAT RSAT Cloze Test

[b] The CAT is equivalent to the RSAT

Table 5

Tests Administered for Placement in ESL Courses

Community Colleges	1977	1978	1979	1980
New York City Technical	Departmental Grammar Test	WAT RSAT Revised Deptmt'l Test	WAT RSAT Revised Deptmt'l Test	WAT RSAT Departmental Test
Queensborough	English Coop Test California Reading Test	WAT RSAT English Coop Test	WAT RSAT English Coop Test	WAT[c] RSAT

[c] Effective Fall 1981

153

Table 6

Support Services for ESL Programs and ESL Courses

Senior Colleges

Baruch	Tutorial Program - SEEK ESL students must register for required tutorials; optional tutorials for other ESL students.
Brooklyn	Each ESL instructor spends three hours tutoring students as part of his assigned 15 contact hours per week and is responsible for one workshop per semester to prepare students for the WAT. Three full-time instructors - tutoring between 9:00 A.M. and 5: P.M. Three ESL counselors - group counseling. Puerto Rican Studies offers cultural counseling.
City	Language Lab - individualized tutoring. ESL Club - informal meetings with instructors for practice with conversation.
Hunter	Writing Center - tutorial sessions.
John Jay	Counseling and SEEK Departments - tutoring.
Lehman	
Bilingual Program	Students are paired with native speakers of English who are studying Spanish. Language Laboratory - audio-lingual practice.
Other Students	Language Laboratory - tape recording equipment; supplementary and remedial lessons
Staten Island	English Skills Center - tutoring; serves as a resource for basic skills teachers
York	English Workshop - tutoring. One full-time individual coordinates all tutors assigned to provide academic advice to all ESL students. Language lab and tutorial lab.

Table 6

Support Services for ESL Programs and ESL Courses

Community Colleges

Borough of Manhattan	Tutors - available five days a week. ESL lab open 4 days a week. Special services Tutorial Project - individuals trained in ESL available on weekends.
Bronx	ESL Reading Workshop - tutoring from one college assistant who also helps in the classroom. Learning Center - audiovisual resources.
Hostos	Modern Languages Laboratory - taped material for listening comprehension. Reading Laboratory - phonics units and reading machines. ESL counselors.
Kingsborough	English Skills Lab - tutoring in all language skills; dictation tapes. Speech Laboratory - tutors and taping equipment. Small group sessions.
LaGuardia	ESL Laboratory - tutors who are graduate students or faculty; a full-time college laboratory technician with an M.A. in ESL.
Medgar Evers	An ESL counselor. Summer mini-course for ESL students. Reading and Writing Labs - peer tutoring; individualized or small groups.
New York City	Developmental English Lab open to some level 3 students - tutoring in all language skills. Academic counselors offer counsel in career planning, academic preparation and personal advisement.
Queensborough	Reading Skills Lab - tutoring. Writing Skills Lab - tutoring. Speech and Hearing Lab - modern acoustic instrumentation for evaluation, recording, playback and practice.

APPENDICES

A. QUESTIONS SUGGESTED BY ESL COUNCIL MEMBERS

B. QUESTIONS SENT IN ADVANCE TO COLLEGES

C. RESOURCE PERSONS

APPENDIX A

QUESTIONS SUGGESTED BY MEMBERS OF ESL COUNCIL

1. What language skills are taught in each course?
2. What academic skills are taught in each course?
3. Are multicultural factors built into the courses?
4. Do the courses correlate with content courses?
5. Please provide syllabus or curriculum for each course.
6. What are the grades given? Describe the exit criteria for each course.
7. What is the rationale for giving credit or not giving credit?
8. What is the maximum number of times a student can take each course?
9. List the textbooks utilized.
10. Who chooses the textbooks?
11. How is listening taught?
12. How is speaking taught?
13. How is reading taught?
14. How is writing taught?
15. Are the following support services an integral part of the program?
    a. Counseling
    b. Tutoring
    c. Language Lab
    d. Writing Lab
    e. Reading Lab
    f. Other
16. How are they monitored?
17. Are professionals or peer tutors in charge?

18. What kinds of communication exist between the ESL program and other departments including CD, SEEK, English, Speech, etc.?

19. What criteria do you consider when you hire or assign ESL faculty? Are these criteria always adhered to?

20. What other courses are taught by ESL faculty in your school?

21. Can students take content courses in their native language?

22. What extracurricular activities in English are available to ESL students?

23. How does the grading scale of the writing test correlate with the ESL curriculum in your campus?

24. How do the Freshman Skills Assessment tests correlate with the ESL curriculum in your campus?

25. What skills essential to ESL students are not being tested?

APPENDIX B

QUESTIONS SENT IN ADVANCE TO COLLEGES

Course No.	Title	Student Weekly Classroom Hours	Student Weekly Lab Hours	# of Weeks	ESL Methodology	Support Services (Please explain)

1. Sequence of ESL courses offered in Fall 1977.
2. Sequence of Reading courses offered to ESL students in Fall 1977.
3. Sequence of Writing courses offered to ESL students in Fall 1977.
4. Sequence of Speech courses offered to ESL students in Fall 1977.
5. Sequence of ESL courses offered in Fall 1977.
6. Sequence of Reading courses offered to ESL students in Fall 1978.
7. Sequence of Writing courses offered to ESL students in Fall 1978.
8. Sequence of Speech courses offered to ESL students in Fall 1978.
9. Sequence of ESL courses offered in Fall 1979.
10. Sequence of Reading courses offered to ESL students in Fall 1979.
11. Sequence of Writing courses offered to ESL students in Fall 1979.
12. Sequence of Speech courses offered to ESL students in Fall 1979.
13. If the preferred method(s) of instruction changed since Fall 1977, please describe why the change occurred.

ESL
Reading
Writing
Speech

14. List the sequence of courses a student would take upon entering an ESL program in your school.

	ESL	Reading	Writing	Speech
1st Semester				
2nd Semester				
3rd Semester				
4th Semester				
5th Semester				
6th Semester				

15. Upon completion of ESL courses, what English course sequence would the student have to take to satisfy your college's English requirements?

16. Please list the placement tests in Reading and Writing Skills.

	Fall 1977	Fall 1978	Fall 1979
Departmental Tests			
Other Tests (Please specify)			

17. Please describe the use of placement test scores to register ESL students in each of the ESL, Reading, Writing and Speech courses offered to ESL students.

18. Do procedures exist whereby a student can appeal placement? _____
If the answer is yes, please describe for:

Fall 1977
Fall 1978
Fall 1979

19. If guidelines exist for exemptions from tests, please describe them for:

Fall 1977
Fall 1978
Fall 1979

20. Faculty assignment to ESL courses in Fall 1977, 1978, 1979. (No., Department, Courses). List by rank.

21. Faculty assignment to Reading courses for ESL students in Fall 1977, 1978, 1979. (No., Department, Courses). List by rank.

22. Faculty assignment to Writing courses for ESL students in Fall 1977, 1978, 1979. (No., Department, Courses). List by rank.

23. Faculty assignment to Speech courses for ESL students in Fall 1977, 1978, 1979. (No., Department, Courses). List by rank.

24. Attitudes of ESL, Reading, Writing and Speech Faculty to the CUNY Assessment Tests.

25. Attitudes of students to the CUNY Assessment Tests.

APPENDIX C.

RESOURCE PERSONS IN ESL

College	Name	Title
Senior Colleges		
Baruch	Prof. John Klosek	ESL Coordinator
	Prof. Ellen Block	Director of Instructional Services
Brooklyn	Prof. Lily V. Kapili	ESL Director
City	Prof. Nancy Lay	ESL Director
Hunter	Prof. Ann Raimes	Coordinator, Developmental English Program
	Prof. Trudith Smoke	ESL Coordinator, SEEK
John Jay	Prof. Paula Goldstein	ESL Adjunct
Lehman	Prof. Michael Miner	ESL Coordinator and ESL Program Director
	Prof. Maximiliano Soriano	ESL Coordinator-Bilingual Program
	Prof. Charles Haynes	Director, ESL (Aug. 1981)
Queens	Prof. Elaine Newman	Director, CESL
	Prof. Ann Carter	SEEK, ESL Coordinator
	Prof. Howard Kleinman	Director, CESL (Aug. 1981)
Staten Island	Prof. Margery C. Robinson	ESL Coordinator
York	Prof. Margaret Eberbach	ESL Coordinator

APPENDIX C.

RESOURCE PERSONS IN ESL

College	Name	Title
Community Colleges		
Borough of Manhattan	Prof. Barbara Gonzalez	ESL Coordinator
Bronx	Prof. Evangeline Caliandro	ESL Coordinator
Hostos	Prof. Vermell Blanding	ESL Coordinator
	Prof. Clara Velazquez	Reading Coordinator
Kingsborough	Prof. Robert R. Viscount	ESL Coordinator
LaGuardia	Prof. Gloria Gallingane	Director, English Language Center
	Prof. Ken Shepperd	ESL Coordinator
Medgar Evers	Prof. Iona Anderson	Director, ESL/ESD Program
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